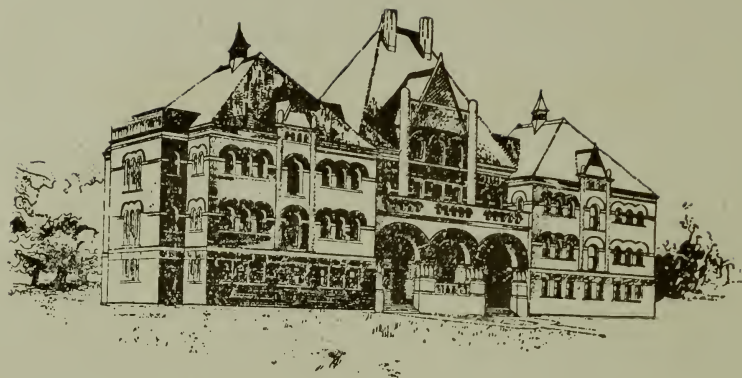


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The Bulletin of the
State Normal School
Moorhead, Minnesota

1914

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of the
State Normal School
Moorhead, Minnesota

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1914

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1914-15

Minnesota State Normal School Board

Hon C. G. SCHULZ, Superintendent of Education.

Hon. ELL TORRANCE, President.....Minneapolis
Term Expires 1915

Hon. CARL G. SCHULZ, Secretary.....St. Paul
Ex-officio

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Term Expires 1917

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Term Expires 1917

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Term Expires 1915

Hon. TOLLEF JACOBSON.....Alexandria
Term Expires 1915

Hon. EDWIN J. JONES.....Morris
Term Expires 1915

Calendar for 1914-1915

Commencement Week

Annual Sermon - - - - -	Sunday Evening, June 7.
Annual Recital - - - - -	Monday Evening, June 8.
President's Reception to Senior Class	Wednesday Evening, June 10.
Exercises by Model School - - -	Wednesday Afternoon, June 10.
Chapel Exercises conducted by Senior class - - - - -	Thursday, June 11.
Graduation Exercises - - - - -	Thursday Evening, June 11.

Summer Term

Enrollment of Students - - - - -	Monday, June 15.
Class Work Begins - - - - -	Tuesday, June 16.
Summer Term Closes - - - - -	Friday, July 24.

Fall Term

Enrollment of Students - - - - -	Monday, September 7.
Class Work Begins - - - - -	Tuesday, September 8.
Fall Term Closes - - - - -	Saturday, November 28.

Winter Term

Enrollment of Students - - - - -	Tuesday, December 1.
Class Work Begins - - - - -	Tuesday, December 1.
Holiday Vacation Begins - - - -	Saturday, December 19.
Class Work Resumed - - - - -	Tuesday, January 5.
Winter Term Closes - - - - -	Saturday, March 6.

Spring Term

Enrollment of Students - - - - -	Monday, March 8.
Class Work Begins - - - - -	Tuesday, March 9.
Easter Vacation Begins - - - - -	Friday, March 26.
Class Work Resumed - - - - -	Tuesday, April 6.
Spring Term Closes - - - - -	Friday, June 4.

The Faculty

Frank A. Weld, A. M., President.....	Residence 403 8th St. So.
School Economy.	
Tryphena Anderson, A. B.....	Wheeler Hall
Dean of Women. Latin.	
Caswell A. Ballard, B. S.....	604 8th St. So.
Biological Sciences. Chemistry.	
Belle M. Deans, Ph. B.....	714 8th St. So.
Superintendent of Elementary School.	
Katharine Leonard, A. M.....	323 7th St. So.
Mathematics.	
Edward R. Collins, Ph. D.....	521 8th St. So.
Psychology. History of Education.	
Maude Hayes, A. M.....	505 8th St. So.
Reading.	
Burl G. Martin, A. M.....	516 9th St. So.
English Grammar.	
Carl B. Wilson, A. M.....	1022 8th Ave. So.
Assistant in Biological Sciences.	
Allen F. Wood, A. B.....	606 5th Ave. So.
Penmanship.	
J. W. Eck, A. B.....	611 8th St. So.
Manual Training.	
Frances R. Freeman, A. M.....	403 8th St. So.
Household Economy.	
Robert R. Reed, A. B.....	617 9th St. So.
English.	
George B. Kendall, B. S.....	1108 7th Ave. So.
Physical Sciences. Agriculture.	
Harry E. Hillier, A. B.....	617 8th St. So.
History. Athletic Director.	
E. D. Strong, A. M.....	624 9th St. So.
History and Sociology.	
Nellie A. Chase, A. B.....	621 9th St. So.
History. English.	
W. M. Tucker, A. M.....	431 7th St. So.
Geography.	
Ida H. Benedict.....	611 8th St. So.
Drawing.	
J. Harold Powers.....	429 9th St. So.
Music.	
Margaret Bentley.....	507 10th St. So.
Assistant in Elementary School and Music.	

The Faculty—Continued

Louise Freer, A. B.....	420 8th St. So.
Physical Education.	
Mary C. Rainey, B. S.....	503 7th St. So.
Supervisor Primary Department.	
Belle Dredge, A. B.....	403 8th St. So.
Grammar Department.	
Lucia Hubbard Cilley, B. S.....	420 8th St. So.
Upper Intermediate Department.	
Eleanor Osborne, B. S.....	323 5th St. So.
Lower Intermediate Department.	
Myrtle Sholty, Ph. B.....	505 8th St. So.
Primary Department.	
Frances Dixon, B. S.....	423 11th St. So.
Assistant in Grammar Department.	
Mabel M. Osgood, B. S.....	429 9th St. So.
Kindergarten Department.	
Dorothy Hurlbert, B. L. S.....	Comstock Hall
Librarian. Preceptress.	
Emir Best, B. S.....	1111 3rd Ave. So., Fargo
Assistant in Household Economy.	
Helen E. Smith, A. B.....	402 9th Ave. So., Fargo
Assistant in English.	
Millie H. Dahl.....	Comstock Hall
Resident Nurse. Superintendent of Dormitories.	
Wanda S. Steger.....	819 11th St. So.
Secretary.	
Margaret Cornwall.....	Wheeler Hall
Assistant in Office.	
E. Alice Kirk.....	505 8th St. So.
Registrar. Accountant.	

Additional Instructors, Summer Term, 1913

F. E. Lurton, A. M.....	Detroit, Minn.
Civics.	
Katharine J. Hodge, B. A.....	Fargo, N. D.
English Grammar.	
H. E. Jackson.....	Fergus Falls, Minn.
Manual Training.	
J. J. Bohlander, Ph. B.....	Montevideo, Minn.
Physics.	

Additional Instructors, Summer Term, 1913—Continued

	Residence
J. R. Sherlock, A. M.....	Graceville, Minn.
Physics.	
H. R. Edwards, Ph. B.....	Moorhead, Minn.
Algebra.	
J. C. West.....	Barnesville, Minn.
Geometry. History.	
Lucy A. Weld.....	Moorhead, Minn.
Household Economy.	
Elsie A. Allbee, B. S.....	New York
Assistant in Household Economy.	
Marie Lovsnes.....	Ada, Minn.
Model School.	
Anna Swenson	Ortonville, Minn.
Model School.	
Frances Speakman	Chicago, Ill.
Reading.	

Employees

John H. Norton.....	721 11th St. So.
Engineer.	
Gust Nordstrom	901 8th St. So.
Ivar Strom	1018 11th St. So.
Hjalmar Johnson	214 4th St. So.
Karl Bjorklund	214 4th St. So.
Arvid Edin	516 11th St. So.
Mrs. Nellie McBain.....	808 11th St. So.

The School

A cordial invitation is extended to all persons who may be interested in school work to visit this school, and, especially, those who are engaged in educational work are invited. Trained teachers are in demand, and this school will always welcome inquiries for such teachers. It is the purpose of the administration of the school to be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates, so that they may serve the state with credit to themselves and to the educational interests involved. Persons desiring other information, concerning the Normal School at Moorhead, than that contained in this catalogue, are requested to address the President.

Life of the Student: **Wheeler Hall**, remodeled, and the new dormitory, **Comstock Hall**, situated on the school campus not far from the Normal School Building, are attractive homes for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. The health and comfort of the students are the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$3.25 to \$3.75 a week. This rate is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the buildings are finely equipped. Single meals and meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the postoffice, and delivered twice a day.

Work of the Dean of Women: The student body of the Normal School divides itself naturally into two groups, those residing in the dormitories and those who reside in various homes about the city. That the dormitories form the center of school life, is self-evident, and their influence spreads throughout school circles, creating a sentiment for that which is ennobling in the lives of young women.

To stimulate this influence and to further the spirit of unity in school activities, the Dean of Women has the same personal interest in the students residing outside the dormitories as she has for those who reside within them. Thus the health, the profitable use of time and energy, the social welfare of the young women are all matters which concern her in an intimate way.

In order to facilitate this acquaintance and to come in close relation with these phases of student life, each young woman is requested upon her arrival

to register in the office of the Dean of Women. Here are lists of approved boarding and rooming places which serve to help a student in finding a comfortable location.

With a view to closer association of school and home interests, the Dean of Women entertains the young women of the school in groups. These occasions are of an informal nature, and aim to afford an opportunity for social grace, initiative along lines of entertainment, and, especially to foster a feeling of good fellowship throughout the student body.

Under the direction of the Dean of Women, a society has been organized, whose interest is work along the lines of social service. There are various phases of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, and services along other lines to people whose lives are different from their own. The work of this club stimulates an interest in various conditions of living, and develops a spirit of thoughtfulness and helpfulness, which broadens the sympathies of those who render the service.

The Open Hour: One of the attractions of the life in the dormitories is "The Open Hour," an informal entertainment given in Wheeler Hall every Tuesday evening between the hours of seven and eight. The programs are planned by student committees from both halls, under the direction of the Dean of Women and the Preceptress. These are sources of enjoyment, and furnish a variety of material both uplifting and broadening for the common interest of the young women.

By the favor and ready co-operation of members and friends of the Normal School, an opportunity is given during the year to hear the talent of the two cities in dramatic readings, music, and in recitals of various kinds. The major part of the entertainment is given by the visiting artists, the young women assisting with their accomplishments from time to time.

The object of these programs is primarily to entertain; but, in fostering the spirit of unity, in giving the young women an interest distinctly their own, and in revealing an ability to plan and to execute, "The Open Hour" is progressive and invaluable.

Board in Private Families: Board may be obtained in private families, and rooms may be rented, where students may do their own cooking, if they wish to reduce expenses. The President and the Dean of Women will arrange for board, or for the renting of rooms, for any who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President or the Dean of Women in the choice of a boarding place.

Sessions: There are two sessions a day. The morning session begins at 8:00 o'clock, and closes at 12:10. The afternoon session begins at 1:30 and closes at 3:40. The Elementary School has two sessions. The morning session begin at 9 o'clock, and closes at 11:40. The afternoon session begins at 1:30 and closes at 3:30.

The Athletic Association: The provisions of the constitution of the Athletic Association connected with the school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The President, Vice-President, Secretary, and Treasurer of the association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.



Elementary School Building



Portion of Campus, and Wheeler Hall

The Bulletin: The Bulletin is a quarterly magazine, published by the school. It is devoted to the interests of the normal school in particular, and in general to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

Literary Societies: Two prosperous literary societies are maintained by the students, and they enjoy the support and encouragement of the faculty. The work is stimulating and profitable. The societies have become an important element in the life of the school.

Y. W. C. A.: Active work is done by the women of the school in the Young Woman's Christian Association. Regular meetings are held each week, and occasionally social functions are given under the auspices of the Association.

Admission, Advanced Standing, Diplomas and Certificates

Registration Fee: The registration fee is one dollar and a half.

The Life Diploma: For admission to work leading to the life diploma, the applicant must be (1) a graduate of an approved high school, academy or college, or school of equal rank; or (2) present high school records, for which advanced credit will be given, for a semester or more of work in a high school; or (3) sustain satisfactory examinations in each of the following subjects: arithmetic, English grammar, geography, U. S. history, and physiology, which test the applicant's knowledge of the subjects named, as they are presented in the current leading modern text-books. Applicants will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advanced credit, and college graduates 48 units. There are 60 units of work in the course of study. A minimum of one year's resident study is required of every candidate for graduation.

The Elementary Diploma: For admission to work leading to the elementary diploma the same subjects and the same proficiency are required as in the case of the life diploma, except that in the case of high school graduates, in addition to the evidence of graduation, satisfactory high school records must also be presented in each of the following subjects: Civics, one-half year; United States history, one-half year; Physics, one year, or Chemistry, one-half year; Botany, one-half year, or Zoology, one-half year. Physiology, also, is required, but records in that subject secured in a high school, or in a grammar school, will be accepted. Students who come to the Normal School without complete records in the foregoing subjects, may enter conditionally, and they will be given opportunity to make up the conditions.

Advanced Standing: High school graduates who have taken in graduate classes at least a half year's work in normal subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full semester's work, provided (1) that these credits shall apply only on two years'

work in the course; (2) that the President reserves the right to test the quality of the work for which credit is asked; and (3) that not more than six units of credit can be given to any student.

First Grade State Teachers' Certificates: This certificate, valid at the time of presentation, will entitle its holder to twelve credits in the course of study: provided (1) that the subjects to be credited shall be designated by the President in conference with the student, and (2) that the average of such certificate must not be less than 85 per cent., and (3) that subjects in which the standings are less than 75 per cent. will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

University Standing: Graduates of high schools, who complete the course of study, will be given two full years of credit by the state university. Such graduates may thus secure the degree, Bachelor of Arts in Education, in two years after graduation from the normal school.

Legal Value of Diplomas: Under the law relating to normal school diplomas enacted by the legislature of 1909, the **Advanced Diploma** is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the school granting it, and by the State Superintendent of Public Instruction, becomes a first grade certificate for life. The advanced diploma entitles its holder to teach in any grade of the public schools, to serve as principal of a state graded school, and to teach specified subjects in a state high school, under the authority of a permit issued by the State Superintendent of Education. Thus the holder of the advanced diploma may occupy a responsible position in any department of the state system of public school work.

The **Elementary Diploma** is valid as a first grade certificate for the period of three years from its date, and it is not renewable, except any holder of the elementary diploma, who has completed three years (36 units) of work in the course of study, may have its force and effect, as a first grade certificate, extended for a further period of three years, by the completion of an additional one year (12 units) of work. A high school graduate who has earned the elementary diploma may be granted the advanced diploma, upon the completion of an additional one year (12 units) of work. The State Superintendent of Public Instruction will grant a teachers' first grade certificate to holders of the Elementary Diploma at the end of three years from the date of the Diploma. The Diploma itself is not renewable, but the certificate will entitle the holder of the Diploma to teach for a further period of five years.

Indorsement of Diplomas: A fee of one dollar is required from each applicant for the indorsement of a normal school diploma.

First Grade Certificate: A first grade state teachers' certificate will be granted to students who complete the first three years (36 units) of work in the course of study. Such certificate will be granted, also, to high school graduates who complete one year (12 units) of work in the course of study.

Second Grade Certificate: A second grade state teachers' certificate will be granted to students who complete two years (24 units) of specified work in the course of study.

The Course of Study Leading to the Advanced Diploma

First Year Subjects.

Algebra I., II., III.....	3 terms,	180 hours,	3 units
Commercial Geography	1 term,	60 hours,	1 unit
Drawing I.	1 term,	60 hours,	1 unit
English Composition I., II.....	2 terms,	120 hours,	2 units
English Grammar I., II.....	2 terms,	120 hours,	2 units
Music I.	1 term,	60 hours,	1 unit
Physiology	1 term,	60 hours,	1 unit
Reading I.	1 term,	60 hours,	1 unit

Second Year Subjects.

American History I., II.....	2 terms,	120 hours,	2 units
Arithmetic I., II.....	2 terms,	120 hours,	2 units
Drawing II.	1 term,	60 hours,	1 unit
English History	1 term,	60 hours,	1 unit
*Music II.	1 term,	60 hours,	1 unit
Physical Geography	1 term,	60 hours,	1 unit
Plane Geometry I., II.....	2 terms,	120 hours,	2 units
*Zoology I., II.....	2 terms,	120 hours,	2 units

Third Year Subjects.

American Literature I., II.....	2 terms,	120 hours,	2 units
*Botany I., II.....	2 terms,	120 hours,	2 units
*Agriculture I.	1 term,	60 hours,	1 unit
**Industrial Work I., II.....	2 terms,	120 hours,	2 units
Physics I., II., III.....	3 terms,	180 hours,	3 units
Reading II.	1 term,	60 hours,	1 unit
Rhetoric	1 term,	60 hours,	1 unit

Fourth Year Subjects.

*Agriculture	1 term,	60 hours,	1 unit
Chemistry I., II.....	2 terms,	120 hours,	2 units
Child Study	1 term,	60 hours,	1 unit
General History I., II., III.....	3 terms,	180 hours,	3 units
Observation	1 term,	60 hours,	1 unit
Physiography	1 term,	60 hours,	1 unit
Psychology I.	1 term,	60 hours,	1 unit
Solid Geometry	1 term,	60 hours,	1 unit
Theory of Education I.....	1 term,	60 hours,	1 unit

Fifth Year Subjects.

Advanced Civics	1 term,	60 hours,	1 unit
English Literature I., II.....	2 terms,	120 hours,	2 units
Geology	1 term,	60 hours,	1 unit
*History of Education I., II.....	2 terms,	120 hours,	2 units
Literature and Themes.....	1 term,	60 hours,	1 unit
Psychology II.	1 term,	60 hours,	1 unit
School Management and Penmanship.....	1 term,	60 hours,	1 unit
Sociology	1 term,	60 hours,	1 unit
Teaching I., II.....	2 terms,	120 hours,	2 units

*Elective. **Two Electives. For further statement regarding electives, see paragraph under Special Courses on page 53.

The Course of Study For High School Graduates A Two Years' Course

Leading to the Advanced Diploma

Teachers' Courses (Arithmetic, Music, Drawing).....	3 terms, 180 hours, 3 units
Psychology and Theory of Education.....	3 terms, 180 hours, 3 units
Observation, Practice and Criticism.....	3 terms, 180 hours, 3 units
English	*4 terms, 240 hours, 4 units
History and Social Science	3 terms, 180 hours, 3 units
History of Education	*2 terms, 120 hours, 2 units
Geography	*2 terms, 120 hours, 2 units
Elementary Science, or Nature Study.....	*1 term, 60 hours, 1 unit
Industrial Work	**2 terms, 120 hours, 2 units
School Management and Penmanship.....	1 term, 60 hours, 1 unit

*Elective. **Two Electives.

The Elementary Diploma

A graduate of a high school, who completes twelve terms of work in the foregoing course of study, as indicated below, may receive the elementary diploma.

Subjects

Arithmetic	1 term, 60 hours, 1 unit
Drawing	1 term, 60 hours, 1 unit
*El. Science	1 term, 60 hours, 1 unit
Geography	1 term, 60 hours, 1 unit
Grammar	1 term, 60 hours, 1 unit
Music	1 term, 60 hours, 1 unit
Penmanship	$\frac{1}{2}$ term, 30 hours, $\frac{1}{2}$ unit
Psychology	1 term, 60 hours, 1 unit
Reading	1 term, 60 hours, 1 unit
School Management	$\frac{1}{2}$ term, 30 hours, $\frac{1}{2}$ unit
Teaching	2 terms, 120 hours, 2 units
Theory of Education.....	1 term, 60 hours, 1 unit

*Elective. For further statement regarding electives, see paragraph under Special Courses on page 53.

The Course of Study

Three Years of Work

Leading to the Elementary Diploma

First Year Subjects.

*Algebra I., II., III.....	3 terms, 180 hours, 3 units
Commercial Geography	1 term, 60 hours, 1 unit
Drawing I.	1 term, 60 hours, 1 unit
English Composition I., II.....	2 terms, 120 hours, 2 units
English Grammar I., II.....	2 terms, 120 hours, 2 units
Music I.	1 term, 60 hours, 1 unit
Physiology	1 term, 60 hours, 1 unit
Reading I.	1 term, 60 hours, 1 unit

Second Year Subjects.

American History I., II.....	2 terms, 120 hours, 2 units
Arithmetic I., II.....	2 terms, 120 hours, 2 units
English History	1 term, 60 hours, 1 unit
Physical Geography	1 term, 60 hours, 1 unit
Plane Geometry I., II.....	2 terms, 120 hours, 2 units
Psychology I.	1 term, 60 hours, 1 unit
*Rhetoric	1 term, 60 hours, 1 unit
*Zoology I., II.....	2 terms, 120 hours, 2 units

Third Year Subjects.

American Literature I., II.....	2 terms, 120 hours, 2 units
*Botany I.	1 term, 60 hours, 1 unit
Elementary Civics	1 term, 60 hours, 1 unit
Observation	1 term, 60 hours, 1 unit
*Physics I., II., III.....	3 terms, 180 hours, 3 units
Reading II.	1 term, 60 hours, 1 unit
School Management and Penmanship.....	1 term, 60 hours, 1 unit
Teaching I.	1 term, 60 hours, 1 unit
Theory of Education I.....	1 term, 60 hours, 1 unit

*Elective.

Electives

Subjects may be elected from the special courses (see page 53) and from the following list, which will be offered as the facilities of the school permit, and may be chosen by students after consultation with the president in lieu of subjects which are starred, in all divisions of the course of study:

English and Library Science.....	4 units
Biological Sciences	3 units
Physical Sciences	3 units
History and Economics	3 units
Mathematics and Astronomy	3 units
Physical Education	1 unit
Agriculture and Rural Sociology.....	3 units
Primary and Grammar Grade Methods.....	2 units

Program Fall Term

8:00—8:50.

Arithmetic I.
Grammar I.
Physics I.
Music H. S.
Psychology I.
History H. S.
Drawing I.
Domestic Art
English Literature I.
Commercial Geography
Appreciation of Music

9:50—10:40.

Arithmetic I.
Psychology I.
Cicero
Penmanship
History H. S.
Composition I.
American Literature I.
Arithmetic H. S.
Advanced Chemistry
Harmony I.

1:30—2:20.

Psychology II.
Reading I.
Physics I.
Theory of Education I.
Composition I.
Advanced Cooking
Manual Training
Physiology
American Literature I.
Geography H. S.
Domestic Art

8:55—9:45.

Advanced Physiology
Psychology II.
Reading H. S.
Virgil
Penmanship
General History
English History
Drawing H. S.
English History
Zoology I.
Algebra I.

10:45—11:35.

Chemistry I.
Algebra I.
Psychology I.
Grammar II.
Reading I.
Music H. S.
English History
Advanced Sewing
Zoology I.
Composition I.
Geography H. S.
Observation

2:50—3:40.

Grammar I.
Reading H. S.
Advanced Sight Singing
Elementary Civics
Drawing I.
Physiology
Library Science
Physical Geography

Program Winter Term

8:00—8:50

Arithmetic I.
Theory of Education I.
Grammar H. S.
Physics II.
Advanced Civics
Caesar
Arithmetic II.
Drawing I.
Advanced Cooking
Zoology II.

9:50—10:40.

Plane Geometry II.
History of Education I.
Grammar II.
Advanced Civics
American History I.
American Literature II.
Arithmetic II.
Harmony II.
Commercial Geography
Domestic Science I.
School Management
Advanced Chemistry

1:30—2:20.

Algebra II.
Physics II.
General History II.
Composition II.
Reading H. S.
Penmanship
Drawing I.
Physiography
Advanced Sewing
Zoology II.
American History I.

8:55—9:45.

Chemistry II.
Algebra I.
Grammar H. S.
American History I.
American Literature II.
Reading II.
Penmanship
Music Form
History of Art
Physical Geography
Botany I.
American History I.
Construction Work

10:45—11:35.

Botany I.
Plane Geometry I.
Theory of Education I.
Grammar I.
Rural Sociology
Elementary Civics
Composition I.
Music I.
Music History
Domestic Science I.
Bacteriology
Observation
Wood Work

2:50—3:40.

School Management
Elementary Science
Theory of Education I.
Grammar I.
Composition II.
English Literature II.
Cicero
Music I.
Commercial Geography
Domestic Science I.

Program

Spring Term

8:00—8:50.

Arithmetic H. S.
 Psychology I.
 Grammar II.
 Music I.
 Arithmetic II.
 Sociology
 Drawing II.
 Dietetics
 History II.
 Composition II.
 Physiology
 Geology
 Caesar

9:50—10:40.

Solid Geometry
 Music H. S.
 Cicero
 Arithmetic II.
 Elementary Civics
 History II.
 Literature and Themes
 Domestic Science I.
 Advanced Chemistry

1:30—2:20.

Botany II.
 Algebra III.
 Physics I.
 Grammar H. S.
 Reading II.
 Penmanship
 General History III.
 Construction Work
 Advanced Sewing
 Children's Literature
 Physical Geography

8:55—9:45.

Elementary Science
 Theory of Education II.
 Physics III.
 Composition I.
 Penmanship
 Drawing H. S.
 History II.
 English History
 Literature and Themes
 Physiology

10:45—11:35.

Plane Geometry
 History of Education II.
 Agriculture I.
 Grammar II.
 Reading I.
 Sociology
 Wood Work
 The House
 History II.
 Rhetoric
 Geography H. S.
 Domestic Science I.
 Observation

2:50—3:40.

Plane Geometry
 Drawing H. S.
 Domestic Science II.
 Composition II.
 Botany II.
 Commercial Geography
 Algebra II.
 Music I.
 School Management

Summer Term

June 15th to July 24th, 1914

The summer term of 1914 will open June 15 and the term will close July 24. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations.

Double Courses in all **First and Second Grade** subjects will be offered. Double courses in other subjects will be offered as the facilities of the school will admit of their organization, and as there may be a demand for them. A student pursuing a double course—reciting twice a day—may complete that course in six weeks, and receive credit therefor.

Arrangement will be made to meet the requirements of **rural school** teachers, yet a definite purpose of the school will be to carry on regular normal school work.

The model school will be in session, so that candidates for graduation may carry forward their work in the training department.

Special effort will be made to accommodate graduates of **high schools** who desire to begin work on the course of study, or who desire to complete unfinished work in the course. Courses in nearly all normal school subjects will be offered.

Suggested Programs. Students will be permitted to select such subjects as they may desire to take, under certain restrictions. No student will be permitted to undertake an amount of work which cannot be well done. Individual needs will be considered, and every opportunity possible will be afforded to students to register for work which will be most helpful.

Credits. Arrangements have been made with the state superintendent of public instruction whereby teachers may receive credit on a teacher's state certificate, in lieu of examination, for work done during a summer term. Credits to apply on both first and second grade certificates may be secured in this way.

Note—A student who secures credits in all first grade subjects, excepting one term of physics, will be granted a first grade certificate for one year.

Agriculture. Courses in Elementary Agriculture will be offered. These courses will embody elementary farm principles, as applied to the work of rural schools, and it will be in charge of an agricultural expert, who is familiar with rural school conditions. The work will be made as practical and helpful as possible, and a number of special lectures will be given in connection with these courses. Credit for this work will be given in the normal school course of study and on a teacher's certificate.

Rural School Methods. An ungraded department will be maintained, as a feature of the work in the Model School, during the summer term. Trained and experienced county superintendents will be in charge of this department, and the work offered will be of most practical character, embodying the following subjects:

1. School Sanitation and Decoration.
2. School Management and Organization—making of programs, etc.
3. Children's Plays and Games.
4. Children's Songs.

5. Penmanship and Spelling.
6. General Lessons. Opening Exercises.
7. Elementary Agriculture.
8. Children's Literature.
9. Social Life in Rural Communities—including the following studies: Country Clubs, Contests, Noonday Lunches, and Visiting Homes of the Community.

Special work will be offered which will show the rural school teacher how to adapt the common school branches to the needs of the community.

Opportunity will be given for observation of practical work in an ungraded school, and these periods of observation will be followed by discussions conducted by the teacher in charge of the ungraded school, and by the Superintendent of the Model School.

The program will be arranged so that all persons interested in this course will be able to take advantage of it. The complete equipment of the Model School will be available for carrying out the provisions of the course.

The work in this course will satisfy the requirements of professional test for a teacher's certificate.

Registration. All persons who expect to attend the summer term are urged to be present at the opening of the term. Every student will be required to register, and his name will be entered in the records of the Normal School as a regular Normal School student. He will receive credit for any work previously done, whether a high school graduate or not, according to the rules of admission to the Normal School.

Text-books. The Normal School text-books will be used, and the regular rental fee of one dollar and fifty cents will be charged. This will entitle a student to the use of the general library, and the reference books, as well as the text-books.



Student's Room, Wheeler Hall



Reception Room, Wheeler Hall

Program of Double Courses For Summer Term

A credit secured in any subject during the summer term will be applied on the course of study in the Normal School, and such credit may be applied, also, on a state teacher's certificate.

7:30 A. M. and 3:00 P. M.

Literature and Themes.
Arithmetic (High School Graduate).
Psychology (First Term).
Geography (High School Graduate).
Sociology.
Reading (First Term).
Composition (Second Term).
Arithmetic (First Term).
Physics (First Term).
Domestic Art.
Drawing (First Term).
History (First Term).
Grammar (First Term).
Agriculture (Second Term).
Advanced Civics.

8:20 A. M. and 3:50 P. M.

Algebra (First Term).
Elementary Civics.
Plane Geometry.
Psychology (First Term).
Physical Geography.
Music (First Term).
History, U. S. (High School Graduate).
Penmanship.
Physics (Second Term).
Domestic Art.
Drawing (High School Graduate).
History, U. S. (Second Term).
Grammar (High School Graduate).
Botany (Second Term).
Agriculture (First Term).
Elementary Hand Work.
Manual Training (First Term).
Manual Training (Second Term).
Physics (First Term).

9:10 A. M. and 4:40 P. M.

Commercial Geography.
Agriculture (First Term).
Elementary Civics.
Algebra (Second Term).
Music (High School Graduate).

Program of Double Courses—Continued

Composition (First Term).
 Penmanship.
 Grammar (Second Term).
 Physiology.
 Reading (High School Graduate).
 Arithmetic (Second Term).
 History of Education (First Term).
 Advanced Psychology.
 English History.
 Manual Training (First Term).
 Manual Training (Second Term).

7:45 to 9:00

Domestic Science (Model School).

8:30 to 11:15

Model School in Session.

10:00 to 10:15

Chapel.

10:15 to 10:35

Chorus.

10:40 to 12:10

Domestic Science I and II.

11:10 to 12:00

Observation.

1:15 to 2:10

Rural School Methods.

Rural Sociology.

1:15 to 4:30

Consultation and Teachers' Meetings.

1:30 to 3:00

Domestic Science (Advanced Work).

2:10 to 3:00

Primary Methods.

Note—The foregoing program is subject to change, and additional subjects will be offered, if there is a demand for them.

The Descriptive Outline

Psychology and Education

Psychology I. This course is a brief survey of the fundamental facts of psychology in relation to pedagogy and to life. The aim is to lay emphasis upon the physiological conditions of mental activity, and to lead the student by observation, experiment, introspection, analysis, and definitions to such an understanding of psychological terms as will enable him to read intelligently the literature on psychology and pedagogy. This course serves as an introduction to all other courses in the department of psychology and education.

Texts: Angell's Psychology, and James's Psychology, Briefer Course.

Psychology II. This course is a continuation of Psychology I., but the aim is to approach the subject from the point of view of educational and experimental psychology. The source, order and conditions of development of both physiological and mental functions are sought, and such topics as mind-body relations, sense training, apperception, imaging, memory, association, thinking, the feelings, attention, motor-training, moral training, heredity, and environment are studied in their application to education. Elementary experimental work is performed by the student on such topics as attention, mental images, memory, effective tone, reaction time, and sense discrimination for better interpretation and application, discussions, references and experiments. Simple mental tests are devised and applied. This course is given through discussions, references and experiments.

Theory of Education

I. (Principles of Education.) This course follows the first term of psychology and is for the students of all courses. It is a treatment of educational aims, means and values and general methods. No one text is used, but reference is made to the works of a large number of present day writers on education.

II. (Child Study.) This is a second term's work in the theory of education, and is given in the advanced courses. Here the point of view is that of genetic psychology and child study in general. A careful study is made of the many topics pertaining to growth, mental and physical, with some attention to abnormalities, a study of instincts, heredity, environment, and a few special topics with experiments.

References: The general literature of the subject and Kirkpatrick's Fundamentals of Child Study.

History of Education

I. (Ancient and Mediaeval and Modern Education.) This term's work is required in the Advanced Course. The course is devoted to the study of ideals and practices of ancient, mediaeval and modern times, and the changes wrought by historic movements, discoveries, and inventions. The aim is to lead the student to realize that education is the highest phase of evolution, and that educational theories survive as principles, only when they accord with the laws of man's physical and mental nature.

Text: Monroe's A Brief Course in the History of Education, supplemented by numerous references.

II. (Modern Problems of Education.) Elective. In this course the large movements, or tendencies, in modern education, and the theories and practices



Student's Room, Comstock Hall



Reception Room, Comstock Hall

of the present time are criticized. Special consideration is given to the current problems of education. Some educational classics are read, and supplemented by educational magazine references.

The Elementary School

This department is closely related to other departments of the school, and seeks a skillful, practical application by normal school students, under supervision, of the best educational theory. It includes a well equipped elementary school of eight grades, which affords ample opportunity for the two lines of work offered, namely, (1) Observation and Theory, and (2) Practice-Teaching.

Observation and Theory. For the benefit of the children in the elementary school, as well as the practice teachers themselves, this work aims at raising the quality of the practice teaching by first fixing high ideals of teaching, and securing as thorough a knowledge as possible of the general principles by which the best teaching is governed. With this end in view a twelve weeks' course in Observation is conducted, following the courses of Psychology and Theory of Education, and preceding the period of student teaching in the Elementary School. The critic teachers of the various departments conduct recitations for the benefit of the Observation classes. These exercises are followed by thorough discussions. It is the aim to make this work as suggestive, practical, and generally helpful as possible.

Practice Teaching. A student spends daily a normal department period of fifty minutes in the elementary school. From twenty to forty minutes are given to teaching a class, and the remainder of the time is devoted to miscellaneous school duties, such as working with a class, or with an individual pupil, during a study period, preparing material, etc. The practice teacher keeps the same class in the same subject for twelve weeks. Practice teachers have the advantage of private consultation with the critic teachers and the superintendent, and of a system of weekly meetings, at which the details of the elementary school work and kindred topics are discussed.

Teaching Plans. Each practice teacher prepares subject outlines and daily statements. The subject outline is a detailed outline of a topic to be taught. In making an outline, both the logical and psychological are considered, but the greater emphasis is put upon the former. The primary object of the outline is to secure that attention to subject matter, which is so essential to good teaching. The daily statement is a plan for each day's teaching. It has two parts, **Purpose and Method**. The purpose calls for a very definite statement of the subject matter to be covered in the lesson, and the chief aims the teacher has in mind to accomplish through the teaching of this lesson. Under method, the teacher tells in a specific manner her plan of conducting her recitation to the end that she may accomplish the aims she has set forth.

The Ideal of the Department. The ideal of the department in its supervision of the work of the practice teachers is excellence in the following things:

- (1) Personal appearance and manner
- (2) Sense of responsibility, faithfulness
- (3) Professional interest and enthusiasm

- (4) Scholarship
- (5) Class management:
 - (a) On the side of teaching
 - (b) On the side of discipline
- (6) Power of growth.

Teaching is an art, not a science, and it is the policy of the department in everything within its scope, which has bearing upon the training of a teacher, not only rigidly to observe certain well established general principles, but also to avoid as far as possible the stifling effect of excessive formalism, and to encourage to the uttermost the development of freedom and originality.

The Curriculum of the Elementary School. The history course throughout the grades is made the unifying element of the course of study. It is as follows:

First Grade—Home Life.

Second Grade—Primitive Life.

Third Grade—Greek Myths, Norse Myths, and King Arthur Stories.

Fourth Grade—Bible Stories, Roman History Stories.

Fifth Grade—European Hero Stories.

Sixth Grade—American History.

Seventh Grade—English History.

Eighth Grade—American History.

The following outline suggests the scope of the curriculum, and shows the grades in which the different subjects have special periods:

History (as outlined)—All grades.

Oral and written language:

1. Based on central theme (home life, or primitive life, nature study and stories)—First Two Grades.

2. Based on myths, history stories, literature, nature and art—Third, Fourth, Fifth and Sixth Grades.

Language (text supplement)—Seventh and Eighth Grades.

Spelling—All Grades.

Writing—All Grades.

Arithmetic—All Grades.

Geography—Third, Fourth, Fifth, Sixth, and Seventh Grades.

Hygiene—All Grades.

Music—All Grades.

Drawing—All Grades.

Manual Training:

1. Desk work—First four grades.

2. Shop work (boys)—Last four grades.

Physical Training—All Grades.

Domestic Art (girls)—Fifth and Sixth Grades.

Domestic Science (girls)—Seventh and Eighth Grades.

Nature Study—First five grades.

School Management

The course in School Management continues through six weeks. The course involves such subjects as school law, the establishment, organization and conduct of schools; buildings and their equipments, heating and ventilat-

ing; managing classes, incentives, securing co-operation of pupils; qualifications and duties of teachers; the position of a teacher relative to the community in which she teaches; school boards and their duties, and city school systems.

English Grammar

I. A brief but suggestive outline of the history and development of the English language is first given to arouse the interest of the students in their speech. Grammar is defined on a psychological basis, and constant effort is made to bring out the thought relations of speech and to show that grammar can but follow and record the language forms and usages made by the people in their growth as a race. The entire work of this term is with the sentence,—the development of the idea into the clearly defined thought as a sentence, the expansion of the simple sentence into the complex and the compound form, the study of phrases and clauses as the large modifiers of subject or predicate. Such sentence analysis is carried on by the students both from their own composition work and from selections in literature.

II. The work of this term follows in more detail the general plan of the first term. Parts of speech are now studied apart from the sentence, and thorough drill on the technical side is given. The sentence is reviewed and the relative value and place of the parts of speech in the sentence unit clearly defined.

Text: A Modern English Grammar, Buehler.

III. The aim of this course is to give the mature student a broader view of the scope and power of grammar as the science of language, and to impress upon him the great social and ethical needs of expression and communication as fulfilled through language. Through an outline study of racial evolution and growth, the student is led to see the evolution and growth of thought into the sentence. A thorough review of the sentence forms, of parts of speech, and of all general technical terms is given; but effort is made to show that these are based always on thought and are not mere dead forms. Class reports on special topics in language, outside reading of important linguistic authorities, and comparative study of grammar text-books are features of the course.

This course is open to graduates of high schools, and to students having an equivalent preparation.

Text: Barbour's Grammar Teaching: History and Method.

English Composition

The work consists chiefly of practice in composition, the student writing frequent brief themes based partly on study and research, partly on experience and emotion. It grows out of the theory that the common schools are not so much concerned with English as a fine art as with English as a habit. It clings as closely as possible, therefore, to the life of the student, striving to invigorate and refine it.

I. In addition to constant practice in oral and written speech, the students engage in a careful study of the choice of a subject, the selection of a title, and the less technical principles governing the use of words, sentences, paragraphs, and whole compositions. They are given pretty thorough drill in



Hallway, Elementary School



Critic Teacher's Office

such elementary features as punctuation, and the mechanics of letter-writing. Each student reads one work of fiction and reports on it.

Herrick and Damon: Chapters I-II.; IV.-VIII.; or Thomas and Howe; Chapters I-III., VI., VIII., X., XI.

II. Having stimulated some initiative in the student through this preliminary work, we proceed to more exact and critical elements of composition. The principles of unity, coherence, and emphasis, roughly indicated in the first term's work, are here reviewed and more insistently applied. Good use, with its standards as applied to words and sentences, is taken up, especial attention being given to the elimination of barbarisms, including slang, and improprieties, including mistaken uses of shall and will. Idiom and the grammar of sentences are carefully noted. In these exercises, students are taught to criticize and correct their own work and that of their fellows. To teach them to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.

Texts: Thomas and Howe, complete; Herrick and Damon, parts I., II., IV. Supplementary: Ashmun's *Prose Literature for Secondary Schools*; Nutter, Hersey and Greenough's *Specimens of Prose Composition*; Cook and Benham's *Specimen Letters*.

III. (**Rhetoric**). This course gives not only systematic drill in the principles of rhetoric but sustained practice in composing themes. All the elements of composition,—words, sentences, paragraphs, and whole compositions,—are reviewed in their relation to good use, to the principles of style,—unity, coherence, and emphasis,—and to the qualities of style,—clearness, force and elegance. The planning of a composition, with outlines, summaries, and briefs, is a regular feature of this course. Besides a number of short themes, this term's work requires a series of longer themes in exemplification of the chief forms of discourse, each of which is carefully prevised in outline form, and subsequently revised in obedience to criticism.

Texts: Herrick and Damon, parts III., IV., and V.; Thomas and Howe, chapters II., IV., V., VII. References: Barrett Wendell's *English Composition*; Genung's *Principles of Rhetoric*; E. H. Lewis's *Business English*; Kavana and Beatty's *Composition and Rhetoric*, for retrospective narrative and descriptive pictures.

Literature

The work in literature, both English and American, while it is based on a certain text-book and follows the general order of that book, consists largely of individual reading. This includes (a) a study of representative classics from the leading authors, and (b) a perusal of literary histories and critical comments found in the general library. Generous references, covering the whole field of literature, particular periods, or individual authors, are reserved in the general library, which has an unusual equipment of bound magazines, with both Poole's and the Cumulative Index.

An important feature of the work is the note-book, in which the student records an organized summary of his reading and thought about the principal literary movements and the leading authors. In composing it, he is expected to follow some such plan as this: (a) Keep in mind the problem; viz., to learn what this particular epoch or author has contributed to the national

life and literature, (b) gather material, (c) analyze it, (d) organize it, using a brief, but composed style, (e) draw conclusions.

I. **(American Literature.)** Literature of the colonies, of the Revolution, of the national (constitutional) period, Franklin, Charles Brockden Brown; literature of the Republic, Irving, Cooper, Bryant; Halleck, Drake and Willis; Transcendentalism; Emerson, Thoreau, Poe, Hawthorne. Follow chiefly the plan in Pattee; use Cairn's *Early American Writers*, books in the general library, and classics in the text-book library.

II. **(American Literature.)** The Cambridge School of Writers—Longfellow, Lowell, Holmes; Whittier and the anti-slavery workers; the Orators; Historians; Humorists; Contemporary Fiction; the Short Story Writers; the American Drama. Follow Pattee, supplement the references in the general library with liberal use of the magazines; use the classics in the text-book library.

III. **(English Literature.)** In the study of English literature, particularly the early periods, much collateral reading in English history, chiefly Green's *History of the English People*, and Traill's *Social England*, is required. The note-book is of especial value here. The topical outline generally follows Long. The periods studied are: Anglo-Saxon, Anglo-Norman, Age of Chaucer, Revival of Learning, Age of Elizabeth, The Puritan Age, and the Restoration.

IV. **(English Literature.)** Eighteenth century literature, including the classical movement, and the rise of the modern novel; the Age of Romanticism, with its school of Revolutionary poets, and its school of nature poets; The Victorian Age, with its poets, novelists, and essayists.

Texts: Long, Halleck, Brooke, Moody and Lovett; classics in the text-book library. References: The general library is richly supplied with the best authorities.

Themes and Literature. This course is both an intensive study of a particular phase of English literature, and an advanced course in composition. It is devoted to the Nineteenth Century novelists, and involves the writing of six longer themes, and a number of shorter, incidental papers. The novelists studied, together with the particular novels read and discussed by the entire class, are these: Scott, *Ivanhoe*; Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Thackeray, *Henry Esmond*; Stevenson, *Kidnapped*. Other novelists—for instance Charles Reade and Thomas Hardy—are incidentally treated. Each student carries through the term some particular theme-topic, such as "The Nineteenth Century Novelists as Delineators of Character," applying it individually to each author in turn, and in the end composing one summarized theme that includes a proportionate estimate of the several novelists as delineators of character. Other topics, among those that have been successfully treated, are: The social message; the political ideals; the philosophy of life; the psychology; the humor; the pathos; the plot element; the historical element; the realism; the romance, etc., of the nineteenth century novelists. Since each student reads four novels in addition to those studied by the group, the best work of the several novelists is thus brought to the attention of the class. The composition work, most of which involves a preliminary outline brief, as well as subsequent revision, is expected to attain a quite free and finished style of expression.

References: Painter's Elementary Guide to Literary Criticism; Dawson's Makers of English Fiction; Saintsbury; Moody and Lovett.

Children's Literature. This course is planned to assist students to acquire an acquaintance with children's literature, as far as such assistance can be given by formal instruction. The course attempts to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; to familiarize them with some of the best collections of stories for children; to give practice in story telling; and to disclose to them something of the wealth of material in print for the child's instruction and delight. Several hundreds of the best books for children are in the libraries of the Normal School, and are available for use by students taking the course.

The Library and Reading Room

General Library. The library contains more than 9,000 volumes, including bound magazines, that are regularly catalogued. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, the Congressional Record, the Geological Survey, the Ethnological Reports, and the reports of the various departments, including the National Education Association. There are also on file the current numbers of both general and local periodicals and newspapers.

Children's Library. The children's library in the Model School building has a collection of over 1,500 books, including fiction, reference and excellent picture books. The magazine of Travel, Youth's Companion, Saint Nicholas, and The World Chronicle; and a collection of more than 500 pictures well arranged and catalogued.

Library Science

The course in library science is planned in reference to two objective points:

- a. The value of such work to the normal school student as an individual and as a teacher.
- b. The value of such work to the children she is to teach.

Stress is laid upon the actual use of books; and a simple plan for the use of school libraries is carefully presented. Instruction covers the following points:

1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.

2. Classification: Outline main division of the Dewey decimal classification, and study the arrangement of books on the shelves, and the kind of book included in each class.

3. Cataloging (including shelf-list and accession). Study the catalog itself, its use, and give practice work in simplest forms of author, title, subject, and analytic entries.

4. Reference Work: Encyclopedias, dictionaries, hand-books, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, and debating material.

5. Administration: Special lectures upon general library topics, such as library commissions, relation of school to public library, and similar topics.



General Library



Children's Library

The Latin Language

II. (Caesar): The first four books of Caesar's Gallic War are read. Latin composition is carried throughout the year with special emphasis upon the substantive relations. Each student is required to read a biography of Caesar, such as: "Caesar; A Sketch," by J. A. Froude, or "Julius Caesar," by Warde Fowler.

Bennett's Caesar.

Bennett's Latin Composition.

III. (Cicero): Six orations of Cicero are read, and Latin Composition is continued, the emphasis being placed upon the verb relations.

Bennett's Cicero.

Bennett's Latin Composition.

IV. (Virgil): The first six books of Virgil's Aeneid are read. Greek mythology and poetry are emphasized by supplementary reading and the study of scansion.

Knapp's Virgil.

Mathematics

Arithmetic. The subject is taught for its utility and its culture. The work is planned on the utility side to correlate with other subjects, and to meet the demand of the business world that our school children acquire speed and accuracy in fundamental operations, and a knowledge of such business terms and practices as are current in the ordinary work of life. The culture value of the subject lies not so much in what is taught, as in how it is taught. The student is trained to think in every problem that he solves, until he acquires power to grasp the conditions in a problem, and exercise judgment in dealing with them. The courses in arithmetic follow:

I. Notation and numeration; principles of factoring; fundamental operations with integers; common fractions and decimal fractions; many problems for drill and for mental development; ratio and proportion; compound proportion by straight line analysis,—denominate numbers; practical measurements: lumber, carpet, paper, shingles, etc.; mensuration of plane figures and solids.

II. Percentage and interest; three types of percentage problems, trade discount, commission, insurance, taxes and duties, simple, compound and exact interest, promissory notes, banks and bank discount, exchange, stocks and bonds. Arithmetical and geometrical progressions.

III. This subject includes a review; practice in the preparation and presentation of material in the grades; drill, and a discussion of the means of making drill effective; carefully selected reference reading, and its discussion and application in class. This course is open to high school graduates, or those having an equivalent preparation.

Text: Van Huy's Complete Business Arithmetic, and supplementary books.

Algebra

I. Fundamental operations; simple equations; theorems in multiplication and division; factoring; lowest common multiple; highest common factor; fractions; problems.

II. Fractional equations; simultaneous equations; graphical solution of equations; simple quadratic equations; literal equations; involution and evolution; problems.

III. Theory of Exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio and proportion; arithmetical and geometrical progressions; binomial theorem; logarithms; applications of algebra.

Text: Collins's Algebra.

Geometry

The course is intended to give familiarity with the fundamental theorems and constructions, to show their practical possibilities, and to stimulate the mental activity of the pupil.

The work is partly experimental and partly demonstrative. Considerable attention is given to practical applications and numerical exercises. Many "originals," and, occasionally, historical notes are introduced.

1. (Plane): Books I. and II.

2. (Plane): Books III., IV. and V.

3. (Solid): The subject includes lines and planes in space, dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere.

Text-book: Wentworth-Smith's Plane and Solid Geometry.

Reading

Expression is one of the laws of our being. The student of expression does not deal with articulation, voice culture and physical culture alone, although their importance must be emphasized in order that the working of the mind through the body may not be limited by defects of voice and manner. Reading and reciting are for the direct purpose of training the mind to see the meaning of words quickly and of securing an easy, transparent expression of it. The courses in Reading follow:

I. Volumes one and two of Evolution of Expression are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.

II. Volumes two and three of Evolution of Expression. Supplementary prose and poetry are largely used. Dramatic work is introduced. The essentials of teaching reading are given.

III. Attention is given to the expressional development of each member of the class before the regular work in Methods begins. The principles employed in teaching the selections made for study are such as can be adapted to a broad range of literature. Special studies are: (a) The choice of material for use in grade work; (b) the cultivation of the literary taste of children; (c) the art of story telling. This course is open to high school graduates, or those having an equivalent preparation.

IV. This is an elective course. The course includes: (a) principles of vocal and literary interpretation; (b) arrangement and presentation of programs for public occasions; (c) public speaking; (d) argumentation and debate.

Prerequisites to Course IV.: Reading I. and II.

Physics

The aim in this subject is to learn the principles of general physics, and to apply them in the solution of the problems of the home, school,

and farm. As far as possible, each new topic is attacked simultaneously by class demonstration, by laboratory exercise, and by text-book. Three periods a week are devoted to class demonstration and recitation, and two double periods to individual laboratory work. Well kept laboratory note-books are a requirement of the work in this subject. Algebra and Plane Geometry are prerequisites to all of the following courses.

I. This course includes the fundamental units of measurement, force and motion, pressure in liquids, pressure in air, hygrometry, molecular forces in liquids, thermometry, and work and mechanical energy.

II. The mechanical equivalent of heat, heat engines, gas engines, refrigeration, methods of transfer of heat, methods of heating and ventilating buildings, magnetism, static electricity, electric generators, electricity in motion, methods of electric lighting, and other applications of electricity are prominent topics in this course.

III. The applications of electricity, sound, light, and radiant energy are studied in detail in this course.

Text-books for Courses I., II. and III.: First Course in Physics, Millikan and Gale, and Cavanagh-Westcott and Twing's Physics Laboratory Manual. Other recent text-books and current magazines are used for reference.

Elementary Agriculture

Two courses in agriculture are offered by the Normal School. Although the instruction in these courses is technical, they are planned primarily for those expecting to teach in rural, village, and consolidated schools. As a result of instruction in these courses, students are expected to have a greater interest in rural life, and a better preparation for helping rural people solve rural problems.

I. This course is devoted to agronomy and closely allied subjects. The following topics are considered: The elements of plant food; the common types of soils; essential facts of soil physics and soil chemistry; fertilizers; methods of propagating plants; judging of corn, wheat, oats and potatoes; germination and purity tests of grains; plant diseases and methods of combatting the same; weeds; insects; fruit recommended for this region; forestry as a farm crop; and a few principles of landscape gardening. School gardening and plot work will be carried on during the spring and summer terms.

Text: Mayne and Hatch's High School Agriculture. Farmers' Bulletins, Experiment Station Bulletins, reference books, and current magazines are drawn on for material for this course.

II. Animal husbandry and related topics constitute the subject matter of this course. The principal types and breeds of farm animals, the analysis of milk by the Babcock test, the care of poultry, and the methods of calculating balanced rations for all classes of farm animals will be prominent topics in this term's work. In connection with this course, the class will visit the North Dakota Agricultural College, and the available dairy barns and poultry pens of people living near Moorhead.

Text: Beginnings of Animal Husbandry by Plumb, Domesticated Plants and Animals by Davenport.

Bulletins, reference books, and current magazines will be drawn upon as in the preceding course.



Office of Dean of Women, Wheeler Hall



Stage in Auditorium

Rural School Methods and Rural Sociology

The topics in this course have been carefully gleaned from the fields of pedagogy and sociology for the express purpose of meeting the needs of rural teachers.

The following topics will be presented by those who have made a specialty of this phase of educational work: The organization of the rural school, including the making of programs; the course of study for the rural school; opening exercises; general exercises; children's literature; agriculture; domestic science and household art; manual training; children's games and plays; school sanitation and decoration; noonday lunches; contests; the importance of rural sociology; types of communities; rural and urban increase; social nature of the rural problem; advantages and disadvantages of farm life; improvement of agricultural production; improvement of transportation and communication; rural health and sanitation; making farm life more attractive, socialization of country life; clubs, libraries; the country church; higher education; rural charity and correction; rural social surveys.

Text-books: The American Rural School, Foght, and Constructive Rural Sociology, Gillette.

Chemistry

I. This course deals with the fundamental facts and principles of general inorganic chemistry, detailed study being made of such types of elements and compounds as bear directly upon this phase. Attention is also given to the founders of the science, and to some of the great contributors. Class work, two days each week, supplemented by six hours of laboratory work.

II. A more detailed study of the elements and most important compounds, the chief ores and mineral deposits, the chemical processes and compounds involved in many commercial and industrial processes, and the applications of chemical processes to daily environment. Laboratory work occupies the most of the time during this course.

Text-book: Descriptive Chemistry, Newell.

Biological Sciences

Botany I. This course is confined to a study of the thallus plants, mosses and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.

Botany II. This course is devoted to a study of flowering plants, morphology, physiology and ecology receiving about equal attention. Enough taxonomic work is done to familiarize the student with the principal points of the study.

Text-books: Botany for Schools, Atkinson. Plant Relations, Coulter.

Zoology I. This is a study of the invertebrate types of animal life. Insects and other arthropod types will be studied during the fall while field work is possible. A study of the lower forms will follow. Instruction and practice will be given in the handling of aquaria and the keeping of animals for schoolroom study. The aims of the course are to introduce the pupils

to the fundamental facts of animal life, to give them a knowledge of the way in which the simpler types of animals live and of their importance to man, and to familiarize them with materials suitable for use in nature study in the elementary schools.

Zoology II. This course is devoted to a study of the backboneed animals. One or more types will be dissected to give a notion of vertebrate structure. Birds and mammals will receive special emphasis. The principles of organic evolution as illustrated by the vertebrates, the origin and improvement of domestic animals, animal intelligence, importance of animals to man and other special topics will be studied. Lantern slides, pictures and museum material will be used to present vividly the important facts about the life of the higher animals.

Text-book: Linville and Kelly's General Zoology. Several other texts are used for reference.

Physiology and Hygiene. Animal tissue is used to illustrate the principal points of the study. After a careful study of the skeleton, the muscular system is taken up. Under this subject are studied not only the structure, attachment and function of muscles, but the laws governing muscular health. The need of exercise, the amount of exercise and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follow in order the blood and the circulatory system, and respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice.

This course closes with a brief study of germ diseases and the principles of sanitation.

Text-book: Ritchie's Sanitation and Physiology.

Elementary Science

Elementary Science is the term applied to the study of those phases of the natural sciences which are best adapted for study in the graded schools of the state. The work of this course is largely in the form of lectures supplemented occasionally by reference work, and illustrated as fully as possible by demonstration from the rapidly increasing collections in the museum. At the close of the course a suggestive outline of study is given for each science taken up. Although suggestive, these outlines indicate the phases of the subject, material to be used, methods of presentation and objects to be attained in each grade from the first to the eighth. Geology, Botany, Zoology and Meteorology are the sciences studied.

The Museum

There is a tendency in modern education, which strongly emphasizes the use of the eye. Since this is true, the right kind of museum should be found in every school. It can be made to enrich almost every study in the curriculum. The old style museum, which was a heterogeneous collection of curios, cannot do this, and is giving way to the new, which should be carefully selected collections of material which have a practical bearing on the needs in question. Such a collection the Moorhead Normal School plans in time to

have, and as its nucleus there is already an excellent collection of Minnesota minerals and rocks, Minnesota plants and Minnesota birds, with much other mineral from various sources.

Geography

Physical Geography. Physical geography is a study of the changes due to natural causes, that take place on the surface of the earth. This course includes a study of the earth in space, atmosphere, weather, climate, agents of erosion and deposition, volcanic action and earth movements. It is designated to give a basis for the work in commercial geography. Some laboratory, notebook and field work are done in this course. Modern Geography by Salisbury, Barrows and Tower is the text.

Commercial Geography. This is an elementary course in commercial geography with emphasis on regional geography. The earth is studied as to its natural provinces, which are grouped according to the similarity of products and civilization. Each topic is treated in its physical, climatic and cultural relations. This course should be preceded by physical geography, if possible. Dryer's High School Geography and Robinson's Commercial Geography are the texts.

High School Graduate Course. The aim of this course is to give the prospective teacher a good working knowledge of geography to use in the grades. An elementary knowledge of place, physical and commercial geography is presupposed. Special work in the construction of map projections and in map drawing is given in this course. Morton's Advanced Geography, Robinson's Commercial Geography, Dryer's High School Geography, and McMurry's Special Method in Geography are used as texts and several other books as reference.

Physiography. This course is an intensified study of the same topics treated in physical geography. The work is supplemented by extensive work on topographic maps. Some reference and field work are required. Practical Physiography by Fairbanks, and Physiography, Briefer Course, by Salisbury, are the texts.

Geology. The work of this course includes a study of the origin and descent of rocks, structural geology, movements and deformation of the earth's body, the extrusive processes and the geologic functions of life. Some knowledge of chemistry, physics and physiography are required before taking up this work. Some field work is required. Geology, Vol. I, by Chamberlin and Salisbury, is the text.

Drawing

The object in teaching drawing is to develop an appreciation of the beautiful in nature and in art, and to enable a person to illustrate various subjects.

I. This course is a twelve weeks' study of type forms and the laws of perspective as shown in the cube, the sphere and the cylinder, and in objects based upon them. Plants and landscapes are studied, naturalistically, and as compositions in flat masses, in color and in pencil. Important artists and their pictures are studied.

II. In second term drawing, the work of the first term is continued; to this is added sketching from nature; the study of historic ornament; the Dow



Manual Training



Domestic Science

work in design; the making of stencils and the application of original designs to objects made from paper, cloth, clay, metal or leather.

III. In this course, the principles of perspective, composition and design are studied. The mediums used are pencil, color, charcoal, paper cutting and clay. A course of study in drawing is formulated for each grade, and methods of teaching it are taught. Schoolroom decoration and some of the world's best pictures are studied. This course is open to graduates of high schools, and to those who have had an equivalent preparation.

Text: Prang's Course in Art Instruction.

For further work in Drawing, see "Special Courses in Drawing."

Manual Training

The work in Manual Training is planned primarily to meet the demand of students who are preparing to teach this line of work in the elementary schools. The educational side of the work is emphasized so that the work is a valuable addition to the complete education of those students who do not expect to teach Manual Training. The work also aims to develop an appreciation of Manual Training, which will bring about the hearty co-operation of the teachers of other subjects.

I. **Bench Work in Wood.** This course aims to familiarize the student with woodworking tools and some of the fundamental principles and processes used in woodworking. Sufficient mechanical drawing is offered to enable the student to read blue prints and make simple working drawings. Useful articles such as book racks, foot-stools, and tabourets are made, as far as possible, in securing progressive tool exercise.

Two periods a day are required.

II: **Construction Work.** This work is particularly adapted to students who expect to teach the lower grades (1st to 6th). It includes cardboard work, raffia, textiles, weaving, basketry, simple pottery, and simple book-binding.

Two periods a day are required.

For further work in Manual Training see "Special Courses in Manual Training."

Penmanship

The study of this subject extends through one term of twelve weeks, and together with spelling which is given in connection with it, commands a half credit. It is required of all students who expect to graduate.

The muscular movement is taught. In the beginning of the course, emphasis is placed largely upon position, penholding, muscular relaxation, and movement. As the course progresses more and more attention is given to correct form. The aim is to lead the student to develop an easy, rapid, and legible style of business writing, and to this end, students are urged to give close attention to their handwriting out of class as well as during regular practice periods. Attention is given, also, to the pedagogy of the subject.

Text-book: The Palmer Method of Business Writing.

Music

I. This course is devoted largely to sight reading and elementary theory. All key signatures, major scales, chromatic scales, various kinds of measures

and easy exercises, both original and from dictation, are written. Short tunes are transposed from one key to another. After sufficient practice has been given in singing the simpler forms of music, and the structure noted, students are required to write original tunes of eight, or sixteen measures, in all the various kinds of time. Sight reading and song singing are the practical applications of the theory, and the greater part of the time is given to this phase of the work. The music text-books which are in common use in the Public Schools of Minnesota are used for the sight reading. These books are the Eleanor Smith Course, Modern Course, and the Natural Course.

II. Advanced sight reading, ear training, study of the minor scales in all modes, intervals, triads, chords and the elements of harmony form the basis of work for the first half of this course.

The second half is given up to methods. It is aimed to make this work practical. A course of study is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.

III. The work of this course embraces that of the first and second courses. In order to cover the same work in a shorter time, more outside work is required of students, than is required in courses I and II. Opportunity is offered to students who have completed this course, or course II, to teach Music in the Model School. This course is open to graduates of high schools, and to students having an equivalent preparation.

For further work in Music, see "Special Course in Music."

General History

I. Course I is a survey of Ancient History, beginning with the earliest known civilizations of the Nile and Tigris-Euphrates valleys, and including the rise and fall of the Greek power; and the rise of Rome, as far as the beginning of the Empire. West's Ancient World is used as the text. In addition, outside reference work and frequent special topics are required.

II. This course is a continuation of Course I. It begins with the Roman Empire, and includes the main facts in European history to the Protestant Reformation. The texts used are West's Ancient World, and Robinson's History of Western Europe; with Robinson's Readings in European History, and other works, for outside reference.

III. This course is a continuation of Courses I and II, and it covers the chief events in modern history, beginning with the Protestant Reformation, up to a survey of present-day conditions. Robinson's History of Western Europe, with Robinson's Readings, are used as texts.

English History

This course is a brief survey of the main facts in English History, preparatory to the courses in American History. Walker's Essentials of English History is used as the text; and outside readings and special reports are required.

United States History

I. The work covers the Colonial Period; the Revolutionary War; the Critical Period and the formation of the Constitution. Emphasis is laid upon

the English foundations of American institutions and the evolution of the National Constitution.

II. Beginning with the national period of 1789, the work is continued down to the present time. A brief outline of current historic problems completes the course. McLaughlin's *History of the American Nation* is the basic text. A liberal assortment of excellent reference books in the general library facilitates the work.

III. This course presupposes a familiarity with the fundamental facts of European History, and an elementary knowledge of American History. A rapid review of the narrative is taken, with special attention being paid to the period since the Confederation. The interdependence of English and American institutions is carefully worked out. Attention is directed to the sources, to illustrative material in literature, and to the more extended historical work. The chief emphasis of the course is given to individual study, from the extensive reference works of the library, of the industrial, economic, and civic development of the last twenty years.

Longmans's Epoch Series are the basic texts.

Civics

I. (**Elementary Civics.**) This course begins with the study of local organizations—town, school district, village, city, and county—treating them, first, from an historical, then, from a working standpoint. The state (commonwealth) in general, followed by practical application to Minnesota, is considered in the same manner, showing its dependence upon, and relation to, the National government. A detailed study of the National Constitution completes the course. *Virtue's Government of Minnesota*, James and Sanford's *Government in State and Nation*, are the texts used.

II. (**Advanced Civics.**) An elementary knowledge of civics is presupposed. The text-book work is devoted to a study of American political institutions, contrasting them with the corresponding English institutions. But the greatest emphasis is placed upon present-day problems of civics and citizenship. Each member of the class prepares a bibliography and topic upon some political question of immediate interest, and presents the same in a formal report. Much attention is given to current events; the standard magazines and metropolitan newspapers being used as a basis.

Bryce's *American Commonwealth* is the text employed in the study of principles.

Sociology

This course naturally follows Advanced Civics. It is primarily a study of modern social problems, and of the proper attitude of the teacher toward service and citizenship. Wide reading of the best authorities, both in books and periodicals of standard worth, is required. The basic text is *Elwood's Sociology and Modern Social Problems*.

The following topics are included in the class discussions and in individual studies: Labor problems; socialism; organized charity; social settlements; criminology; the theater; parks and playgrounds; social and civic centers; the Negro problem; divorce; eugenics; poverty; the liquor problem. Educa-



Domestic Art



Observation Room

tion as the only safe basis of democratic government is the final theme of the course.

A seminar, meeting once a week, for the more intensive study of some problem of interest, is an elective feature of the course.

Economics

I. This course is devoted to the study of the theories and principles of modern political economy. A rapid treatment of industrial history is followed by thorough work in the consumption, production, and exchange of wealth. The theories of value are emphasized.

II. This is a continuation of Course I. It includes the topics of distribution, the relation of the state to industry, public finance, and the history of economic thought. Research topics, emphasizing the idea of state control of industry, conclude the work of the course.

Ely's Outlines of Economics, supplemented by Urdahl's Syllabus, are the texts used.

Public Speaking

The extemporaneous method of public address, by which the student is taught to think and speak while on his feet, is pursued throughout the course. The work is taken up in the following order: The practical applications of Parliamentary Law; the preparation and outlining of speeches; very frequent extemporaneous speeches by each member of the class; the theory and practice of debating.

Physical Education

Every student entering this course must present himself for a general biologic health examination with a view to ascertaining his fitness for the practical work, and to giving special attention to individual cases.

Gymnasium. This commodious department is excellently equipped to meet the needs of both young men and young women. The young women must wear full bloomer and loose waist. Suitable material is black serge, Indian twill, or mohair.

This course deals with gymnastic training, both free hand and with apparatus; dramatic and competitive games; athletic sports; and the historical folk-dance.

The aim of this course will be to benefit the student, and to give such work as may be used by the teacher in the school or college.

Lectures. This course covers the general scope of Physical Education, including personal and school hygiene; general physical diagnosis; the principles in the practice and teaching of Physical Education.

Grounds. Outdoor work for both young men and young women is conducted at proper seasons on the athletic fields. Contests with neighboring teams are encouraged.

Household Economy

Knowledge concerning proper food, clothing and shelter is of vital importance to all persons, and the course in Household Economics is planned to provide practical instruction and training along these lines.

Courses in the arts of the household are being introduced into the curricula of the schools, and it will, therefore, be necessary in the near future for graduates of Normal Schools to have received special training, so that they may be competent to instruct in industrial, as well as academic subjects. The aim of this department is to train the students, so that these additional requirements may be fulfilled.

The department, which was opened in September, 1909, was planned for in the original design of the Elementary School building, and consists of a thorough cooking laboratory, dining room, sewing laboratory, and reception room.

Domestic Art I. This course involves a study of stitches with the application made in cutting, fitting and sewing of garments. A study is made, also, of textiles, and of cultivation and preparation for use of the fibres—cotton, wool, linen and silk.

Domestic Art II. This course is a continuation of Domestic Art I. Economics, hygiene, design and color are studied in their relation to dress. Laboratory work includes the selection and combination of materials and the making of waists, skirts and dresses. Courses of study and equipment are planned for the work in the elementary and high schools.

Domestic Science I. A comparative study is made of various foods, their composition and preparation for use, nutritive value, and cost. Laboratory work consists of the cooking and serving of plain dishes, economy and nutritive value being chiefly considered.

Domestic Science II. This course is a continuation of Domestic Science I. Definite attention is given to the planning and preparation of meals, a fixed amount of money being placed at the disposal of the student for that purpose. Courses of study for work in the elementary schools are investigated, planned, and worked out by individual students. Some time is spent in planning school luncheons, and in invalid cookery.

The House. The purpose and evolution of the house, its social and economic functions are studied. Plans for houses and house furnishings are made, considering their color, design, durability, suitability and cost. This course, also, includes sanitary conditions in and around the house, ventilation, heating, water, household expenditures, division of income, household processes and management.

For further work in Household Economy, see "Special Courses of Study."

Kindergarten Department

A Special Course of Study for Kindergarten and Primary Teachers.

This training is offered to young women who wish to fit themselves for teachers of children in kindergarten and primary grades. The department includes a well-equipped kindergarten, where those preparing for such teaching may have opportunity for observation of the daily practical demonstration of the work. To those who wish to specialize in primary teaching, opportunity is given for work under the direction of a critic teacher of the lower grades, and so the two departments co-operate towards a common end.

Students enrolling in this department are expected to show special fitness for teaching little children and are, therefore, on probation for the first term.

Requirements of Admission. Those who elect this course of study must

be high school graduates, or have received the equivalent of a high school education. Ability to sing, and play simple composition on the piano is considered necessary.

Length of Course. The course of study covers a period of two years, and includes much of the professional study offered to students who are preparing to teach in the primary and grammar grades. It is desirable that those preparing to be kindergarten teachers enter at the opening of the fall term.

Kindergarten Diploma. The kindergarten course holds equal rank with the other advanced courses, and the diploma becomes a life certificate when indorsed after two years of successful teaching.

Basic Studies

Kindergarten Theory and Principles. This course is intended to acquaint the student with the place which the theory of kindergarten education holds in the general educational theory. In the kindergarten as throughout the educational system, the starting point of education as a process must be with the instincts, interests, and experiences of the child. The standard for determining the relative values of these instincts and interests of the individual child must be the social life of the past, the present and the future.

The course aims to show how the individual is dependent upon and guided by the institutions of the world in which he lives, and is changed from a dependent human being into an efficient member of society.

Some of the great principles which are fundamental to Froebel's system, and are also fundamental in the educational process of any individual, are discussed and readings relative to the subject are assigned.

References. Dewey's *School and Society*. Dewey's *Child and Curriculum*. McVannel's and Hill's *Kindergarten Problems*. Froebel's *Education of Man*. Hughes's *Educational Laws*.

Child Study. The aim of this study is to give the students a simple, nontechnical interest in, and knowledge of little children and their instincts as manifested in their daily play-activities. This course is intended to aid the student in the application of psychology in a practical manner to the daily practice in the schoolroom. A wide range of readings is assigned which include such authors as G. Stanley Hall, Earl Barnes, Fisk, Kirkpatrick and Elizabeth Harrison. Class discussion is considered the most important phase of the course and reports of actual observations made during daily teaching are considered of utmost value. These observations are later compared with actual and well-known statistics.

Froebelian Literature. The series of Mother Play Songs, some thirty in number, which were written by Froebel as a consequence of his observations of mothers in their play with their children, underlie his entire educational system. In this course, they are to be scientifically studied by the student in their historical setting, and as a literary contribution of Froebel's. A deeper study is made in this course of the *Education of Man* to learn what Froebel considered was the place of the kindergarten in the philosophy of education.

References: *Symbolic Education*, by Blow. *Letters to a Mother*, by Blow. *Two Children of the Foothills*, by Harrison.



Comstock Hall



Room in Hospital, Comstock Hall

History of the Kindergarten. A study of the Life of Froebel is a phase of this course, and a study is also undertaken of the early days of the kindergarten in Germany to ascertain what were the contributing forces to it. Its early theories and practices, the cause for its adoption into the public school system of this country, and its later modifications to fit the present day theories of education will be discussed. A comparison will be made between the Froebelian and Montessori systems of education.

References: Life of Froebel, by Snider. The Montessori Method, by Dr. Maria Montessori. The Montessori Manual, by D. C. Fisher. The Kindergarten in American Education, by Nina Vandwalker.

Technical Studies

Gifts and Occupation. The materials of the kindergarten are known by the technical names of gifts, and occupations or handwork. These materials are to aid the child in satisfying his impulse to interpret his environment. They afford opportunity for play, investigation and experimentation.

The gifts satisfy the child's impulse to handle things. They are materials which he can take apart without destroying and put together again. They develop his creative power in constructing and designing, and lead him to gain ideas of the relationship of parts to wholes, of number, form, color and relative size.

The occupations or handwork are based upon the relationship of the child's experience to the work of the world. The material is selected with a view to the proper organization of this experience. The occupations of man may be classed as plastic, industrial, and graphic. A knowledge of man's plastic occupations is experienced by the child through work in sand and clay. Man's industrial work is illustrated by construction, paper work, sewing and weaving, and the graphic occupations through painting and drawing. The student through experimentation in class with these materials, and in teaching them, soon realizes their possibilities and the principles underlying them.

Stories. In this course the aim is to aid the student in realizing what an element of power for good the story is in the education of the child, not only in the school but on the playground and in the home. Opportunity is afforded for telling stories in class, and sources, right selection of stories, and their literary value are discussed.

References: The Teaching of English, by Percival Chubb. Literature in the Elementary School, by Porter, Lander, and MacClintock. Finger Posts to Children's Reading, by Walter Field. Stories and Story Telling, by E. P. St. John.

Games. Too much emphasis can hardly be placed upon the importance of bodily exercise by means of play. Physical well-being is closely related to the joyous, free attitude of mind which finds its best expression in games and plays in the kindergarten. This is early impressed upon the student in her daily work, and the play instincts of the children are studied as an important phase of the course. Sources of universal types of games are considered and practice in playing the games in class is given.

Songs. The study of the sources of children's songs, and the reasons for the selection of certain songs to meet the needs of the kindergarten program supplement the technical work in the regular academic course of study.

Observation and Teaching

Primary Methods and Teaching. In addition to the knowledge of the beginning of the child's education, the student should be familiar with the next stage in his development. Experience in teaching in the lower grades together with the theoretical knowledge gained in class work will fit the student to understand that the educational principles of the kindergarten are applicable throughout the entire educational system. This course gives a broad insight and survey of education in general.

Kindergarten Observation and Teaching. The first months in training are spent in observation each morning in the kindergarten. Reports and discussions follow in the afternoon class. When the student has served her probationary term, she is permitted to put into actual practice the theoretical knowledge gained. She becomes one of the assistants in the kindergarten and in this way learns to cope with the many daily problems incidental to the schoolroom. In connection with daily teaching, a course in kindergarten program and plan-making is given.

Academic Studies

Psychology I. and II., Theory of Education I. and II., History of Education I. and II., School Management, Sociology, Reading, Drawing, Music, Penmanship, Elementary Science and Construction Work are described under the general course.

Special Courses of Study in Manual Training, Household Economy, Drawing, Music, and Elementary Supervision

These courses are offered for the purpose of preparing young men and young women to act as directors or supervisors in the public schools. The courses are open to persons who are taking the advanced course of study, and a special diploma will be granted to a student who completes any one of the special courses, in addition to the advanced course. A student may substitute, however, one of the special courses for a year of work in the advanced course, and receive the regular advanced diploma. The organization of these courses is in keeping with educational expansion, as exemplified in all stages of the educational system. The universities, for instance, are adding schools of applied science, schools of forestry, and schools of business administration; the high schools are adding agriculture, manual training, and domestic science; while even the common schools are expanding along similar lines, giving increased attention to music, drawing, physical training, and manual arts, as well as to agriculture. The normal schools, in order to maintain their position of leadership, and to supply the increasing demand for competent teachers of these newer branches of study, must provide additional instruction to this end. There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths of Minnesota.

The Course in Manual Training

Shop Work	3 terms
Drawing	3 terms
Teaching	1 term
History and Organization.....	1 term
Manual Training or Drawing.....	2 terms
Electives	2 terms

Shop Work

I. **Bench Work in Wood.** This course is for beginners in wood work. It aims to familiarize the student with wood-working tools and some of the fundamental principles and processes used in wood-working. Useful articles such as book racks, foot stools, and tabourets are made, as far as possible, to secure progressive tool exercise. Some attention is given to the study of woods and to the sharpening and care of tools.

II. **Wood-working.** This is a continuation of Course I. The work is largely furniture construction. Special attention is given to wood finishes.

III. **Wood-turning.** This course aims to teach the fundamental tool operations and cuts used in wood-turning. Exercise in spindle turning, beads, cones, concave and compound curves, etc., are required. This is followed by face plate and chuck work.

Drawing

I. **Mechanical Drawing.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.

Text: "Problems in Mechanical Drawing," Bennett.

II. **Mechanical Drawing.** This is a continuation of Course I. The work includes problems in orthographic projections, intersections of solids, development of surfaces of solids, tracing, blue printing and isometric projections.

III. **Machine Drawing.** In this course the conventions used in machine design are taught. Freehand sketches of machines and machine parts are made. This is followed by an assembled and detailed drawing of the machine.

Teaching. Students are required to teach manual training in one of the grades of the elementary school.

History and Organization. This course takes up the history and development of manual training. Methods of conducting class demonstrations are discussed. Courses of study and equipments are planned by the students. Library reading together with short papers on the subject are required.

Electives

I. **Advanced Wood-working.** The work in this course is largely cabinet making. The student is to use wood-working machinery, and the work is done, as far as possible, as in a first-class producing plant.

II. **Pattern Making.** Patterns are made of simple machine parts to illustrate the fundamental principles of pattern making, such as shrinkage, draft, fillets, and cores. The work is preceded by a demonstration in the foundry of the use of patterns.

III. Metal Work, Pottery, and Bookbinding. The work in metal is carried on with brass and copper. The following processes are taken up: Modeling over stake, anvil, and sandbag; filing, sawing, etching, repousse, annealing, soldering, and riveting. Such projects as trays, bowls, vases, and candle shares, are made.

The course in pottery involves the various methods of handling clay, and making pottery, together with a brief history of the clay industry. The processes studied are: Coil building, decorating, firing, glazing, moulding, and the use of the potter's wheel.

The course in bookbinding involves the various methods of binding books from the simpler types suitable for grade work to the more complex forms of binding.

The principles of applied design are emphasized in this course.

IV. Construction Work. This course includes cardboard and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple bookbinding.

V. Architectural Drawing. This course aims to teach the conventions used and some of the fundamental principles of architectural design.

VI. Forge Work. Instruction is given in the essential processes and practices of the forge shop. The shop practice is carried out in the making of tools and useful articles.

VII. Foundry Work. The principles of moulding and casting together with a study of the operation and care of the cupola are studied. Ornamental brass castings are made.

VIII. Carpentry. This course takes up the fundamental operations in the construction of frame buildings. The following points are given due consideration: Foundations, floor framing, outside wall framing, roof framing, outside finish, and inside finish. About one-half of the time will be given to class room discussion of the subject and the rest of the time will be spent in the construction of buildings on a small scale.

Text: Constructive Carpentry and Inside Finishing, by Charles A. King.

Course in Household Economy

Selection and Preparation of Foods.....	2 terms
Dietetics	1 term
Domestic Art	3 terms
The House	1 term
Teaching	1 term
Chemistry	2 terms
Physiology	1 term
Elective	1 term

Selection and Preparation of Foods. This course involves a comparative study of various foods; their composition, preparation for use; nutritive value and cost being considered. Some time is spent in planning, preparation and serving of meals with a given amount of money.

Laboratory work in food preparation and in experiments, illustrating the principles involved, is combined with lectures and recitations.

Dietetics. Dietetics involves a study of principles of diet, food in relation to health, standard dietaries and diet in disease. Laboratory work includes the translation of standard dietaries into food materials and serving of meals

according to various standards. Work is also given in preparation of diets for children and in invalid cookery.

Domestic Art. I. This course is devoted to a study of textiles from an historic, economic and social standpoint and the culture and preparation for use of the fibres, cotton, wool, linen and silk. Laboratory work consists of a study of various stitches and their use in the making of simple garments.

Domestic Art. II. The principles learned in Course I are applied in the making of plain garments. Drafting of patterns, cutting and fitting are emphasized.

Domestic Art. III. In this course economics, hygiene, design and color are considered in their relation to dress. Laboratory work includes drafting and designing of patterns, the careful selection and combination of materials and the making of dresses.

The House. A study of the house is undertaken, beginning with the historic aspect, and coming down to present-day problems.

The course includes situation of the house with regard to general surroundings, the householder's interest in the construction of the house, sanitary conditions in and around the house, ventilation, water supply, heating, plumbing, purpose of the house, principles underlying housekeeping, including the organization of the household, division of income, household processes and care of the household.

Teaching. The students teach sewing and cooking in the grades of the elementary school, under the supervision of a critic teacher. Throughout this course, the students are required to plan all the work, and they are held responsible for its proper presentation to the classes. The methods of teaching in the elementary and high schools are studied and courses of study are planned. A study of laboratory equipment and management is made.

Chemistry. This course in chemistry covers two terms of work. The first term is devoted to a study of the qualitative analysis of the metals. This is followed by a course in applied chemistry which includes the qualitative and quantitative examination of foods and food products. Some time is also given to food adulterants and the best methods for detecting them.

Physiology. In this course special attention is given to foods, their classification, composition and nutritive values. This is followed by a detailed study of the digestive processes, assimilation and the throwing off of waste matter. An attempt is made to teach personal hygiene in such a way as to make it usable in the schoolroom. Heating, lighting, ventilation and sanitation are presented from the standpoint of the home and the school.

Electives

I. House Furnishing. Plans for houses of various prices, taking into consideration location, exposure, inhabitants and income are made. A study of color and design is made. House furnishings, their color, durability, suitability and cost are studied. Color schemes for various rooms are made. Each student at the end of the term hands in the plan of a house, color scheme, description and cost of furniture.

II. Bacteriology. Typical bacteria are investigated by use of the microscope, and a practical study of bacteria is made in their relation to food stuffs. A systematic and practical course in food preservation, also, is offered.

The Course in Drawing

Leading to Special Diploma

Perspective Drawing I., II.....	2 terms
History of Art.....	1 term
Advanced Drawing and Color.....	1 term
Supervision Methods	1 term
Elementary Construction Work.....	1 term
Teaching	2 terms
Mechanical Drawing	1 term
Design and Composition.....	1 term
Constructive Design	1 term
Historic Ornament	1 term

The Course in Music

Leading to Special Diploma

Conditions for Admission:

1. Music III.
2. Ability to play and sing.
3. Pleasant speaking and singing voice.
4. Some talent for music.

Harmony I., II.....	2 terms
Advanced Sight Reading.....	1 term
Methods in Grammar Grades and High School.....	1 term
Music History	1 term
Music Form	1 term
Teaching I., II., III.....	3 terms
Musical Appreciation	1 term
*Children's Literature	1 term
*Child Study	1 term
*Elective.	

The student upon completing the course is required to perform satisfactorily a program consisting of children's songs; also a program which will include simple art songs and classics.

Practice Teaching and Chorus Conducting in grammar grades and high school.

Thesis upon any given professional subject.

Harmony I. The fundamental principles of melody as well as harmony are dealt with in this course. The work covered is triads and their inversions, seventh and ninth chords and their usual resolutions, simple modulations and practice in harmonizing given melodies and basses.

Harmony II. This course continues the work in modulation by means of the attendant chords and nonstructural chords, enharmonic modulation to distantly related keys and transient and indeterminate modulations. Analysis of passages from classic compositions is undertaken. Gow's "Structure of Music" is the text used.

Advanced Sight Reading. Average reading ability being a prerequisite for this course, difficult music is used from the beginning. Songs are sung

unaccompanied with and without use of the syllable names. Individual, ensemble and group work vary the lessons. Writing from dictation and ear training each has its place here, and the Victrola is used in this connection.

Methods in Grammar Grades and High School. This work is a general discussion of the underlying principles of pedagogy as applied to the various phases of public school music teaching.

A definite course of study is taken up grade by grade, specific in its nature, yet elastic enough to be adjustable to the varying needs of different communities and schools.

Students are required to give type lessons on various grade problems, and the lessons are criticised by the class. A course in music beyond the regular chorus work is organized along lines suitable for use in a High School.

Opportunity for practice in chorus conducting, arranging programs, and regular class room work is offered in the training department.

It is aimed to make the scope of work in this class as broad as possible, and many references are given to books written by the best representatives of modern thought in the field of music.

History. This course deals with the history of music from Palestrina to the present day, with special emphasis on the classic period.

The works of the old Masters are used to illustrate the class work throughout. The growth of the opera and the development of the modern orchestra receive considerable attention. A great deal of reference work is required in this course.

Music Form. Form has to do largely with the intellectual grasp of music.

The frame work of music is taken up beginning with the phrase, period and double period, through the two-part song form and three-part song form to the Sonata and Symphony.

Analysis of the form of musical composition takes an important place in the work.

The ability to recognize these forms and the various movements and parts of the Sonata, through the ear, is tested by means of piano renditions and selections on mechanical players.

Course in Elementary Supervision

Professional Subjects (Three Terms). Principles of education, school administration, course of study, observation, supervision, and criticism.

Academic Subjects (Three Terms). Higher courses in literature, history, science, mathematics, industrial or art subjects.

Electives (Three Terms). Subjects such as education, geography, mathematics, English, history, etc., for those preparing to do departmental work or other work of special character, provided that the choice shall lie in at least two fields of study.

Thesis (One Term). An exhaustive investigation in and a written report on an approved phase of education.

Class Memorials

The first class to be graduated from the school left, as a token of regard and love for their Alma Mater, a picture to adorn its walls; and the pleasant custom of thus leaving some such memorial to the institution has been followed by succeeding classes. These gifts, as typifying the intimate relationship between the pupils and the school, represent far more to donor and recipient, than any mere financial consideration involved. The memorials thus bestowed are as follows:

- Class of '90. Etching, a landscape.
- Class of '91. Etching, a landscape.
- Class of '92. Steel engraving, "Persepolis," by Briton Riviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle St. Angelo.
- Class of '96. Picture, "Colosseum."
- Class of '97. Large leather arm chair for the President's office.
- Class of '98. Large United States flag.
- Class of '99. Electric chandelier for main office.
- Class of '00. Sargent's "Prophets."
- Class of '01. Statue, "Winged Mercury."
- Class of '02. Statue, "Thalia, Goddess of Comedy."
- Class of '03. Reading desk for Auditorium, and Library clock.
- Class of '04. Four pictures of American statesmen for main corridor.
- Class of '05. Five pictures for main corridor.
- Class of '06. Seven pictures for main corridor.
- Class of '07. Portrait painting of President Weld.
- Class of '08. Four large pictures for main entrance.
- Class of '09. Heroic statue of Lincoln.
- Class of '10. Three large pictures.
- Class of '11. Two large pictures.
- Class of '12. Victrola.
- Class of '13. Painting, "The Prayer in the Desert," Tarenghi.

Former Members of the Faculty

LIVINGSTON C. LORD, 1888-1899.—PRESIDENT.

W. F. Rocheleau.....1888-1892	Institute Conductor.
H. N. Pearce.....1888-1889	Natural Science and Mathematics.
Louise S. McClintock...1888-1890	Vocal Music, History, Geography.
Elizabeth R. Clark.....1888-1889	English Grammar, Literature and Drawing.
Ellen A. Ford.....1889-1899	Latin and Mathematics.
Lena H. Goldthwaite....1889-1891	Reading, Physical Culture, Rhetoric, Literature.
J. Paul Goode.....1889-1898	Natural Sciences.
Margaret T. McElligot..1889-1899	Arithmetic and Methods.
Anna L. Barnum.....1889-1890	Critic Teacher, Primary Dep't.
Emma S. Pleasants.....1890-1891	Vocal Music, English Grammar.
Clara L. Woodward....1890-1891	Drawing, Geometry, Eng. Gram.
Abbie C. Hale.....1890-1893	Critic Teacher, Primary Dep't.
Isabel M. Kimball.....1891-1895	Drawing, English Composition and Geometry.
Fannie C. B. Hadley....1891-1893	Reading, Physical Culture and Literature.
Rosamond A. Field....1891-1892	Music and History.
Ella Patterson1891-1892	Critic Teacher, Grammar Dep't.
Theodore C. Wadsworth.1892-1893	Music and History.
Lona Washburn1892-1893	Critic Teacher, Grammar Dep't.
Margaret C. Scanlon...1892-1893	Critic Teacher, Grammar Dep't.
Isabel H. Farrington...1893-1895	Reading, Physical Culture and Literature.
Bertha I. Barker.....1893-1894	Music and History.
Mariette L. Pierce.....1893-1896	Critic Teacher, Grammar Dep't.
Bertha A. Youmans....1893-1894	Critic Teacher, Primary Dep't.
Frances G. Wheeler....1893-1899	Preceptress.
Florence McFarland ...1894-1895	Music and History.
Eleanor E. Sutphen....1894-1896	Critic Teacher, Primary Dep't.
H. A. Fowler.....1895-1897	Natural Sciences.
Henry Johnson1895-1899	History and Civics.
Kate Gill1895-1898	Reading, Literature and Physical Culture.
Louise McClintock Kurtz 1895-1896	Music.
Ida H. Benedict.....1895-1897	Drawing.
Clyde Foster1896-1897	Music.
Kate J. Barthoff.....1896-1899	Critic Teacher, Grammar Dep't.
Winnefred Everhard ...1896-1898	Critic Teacher, Primary Dep't.
Margaret Collins1896-1897	Assistant in Model School.
Letitia Morissey1897-1900	Music.
Estella Spencer1897-1898	Drawing.
Ida K. Hancock.....1897-1898	Physiology and Arithmetic.
Katharine B. Ellis.....1898-1899	Geography and Librarian.
Claude F. Walker.....1898-1899	Natural Sciences.
Catherine M. Tinker....1898-1899	Reading, Literature and Physical Culture.

Former Members of the Faculty—Continued

Florence V. Skeffington.1898-1899	English.
W. D. Cramer.....1898-1899	Biological Sciences.
Cora A. N. Carney.....1898-1899	Critic Teacher, Primary Dep't.
Faith Marsh1898-1900	Drawing.
Glenna Smith1899-1900	Reading and Physical Culture.
Caroline E. Grover.....1899-1901	Preceptress.
Edmund B. Huey.....1899-1901	Psychology, Philosophy and History of Education.
Eugenia Winston1899-1901	Latin, Librarian.
Elma La Trace.....1900-1901	Penmanship and Drawing.
Edith A. Scott.....1899-1901	Principal of Training Dep't.
Beulah Simmilkeir1899-1901	Critic in Training Dep't.
M. Lilian Trimble.....1901-1902	Critic in Training Dep't.
Julia B. Monette.....1899-1902	Critic in Training Dep't.
Ruth E. Dowling.....1898-1902	Geography.
Mary E. Stanford.....1899-1902	Arithmetic and Eng. Grammar.
Dora Eaton1901-1903	Preceptress.
Alice M. Osden.....1900-1903	Reading and Physical Culture.
Annie Kelly1901-1903	Penmanship, Text-book Librarian.
Lena E. Leonard.....1902-1903	Music, Librarian.
Edna E. Heywood.....1902-1903	Critic, Intermediate Department.
Elizabeth Parkinson1902-1903	Critic, Primary Department.
Edith A. Watts.....1900-1902	Music.
Edith A. Watts.....1903-1904	Music.
Will Grant Chambers...1901-1904	Psychology, Philosophy and History of Education.
Margarethe E. Heisser..1901-1903	Drawing.
M. Kate Smith.....1903-1904	Reading.
Harold M. Stanford....1899-1910	Physical Sciences.
Louise W. Mears.....1901-1903	Critic Teacher, Grammar Dep't.
Louise W. Mears.....1903-1907	Geography.
Abbie L. Simmons.....1901-1905	Critic Teacher, Intermediate Dep't.
Abbie L. Simmons.....1905-1909	English.
Thomas A. Hillyer.....1901-1907	Superintendent, Model School.
Thomas A. Hillyer.....1904-1905	Psychology.
Edwin T. Reed.....1901-1912	English.
Elizabeth Donaldson1901-1909	Latin.
Helen A. Dow.....1902-1906	Mathematics.
Cora McCollom Smith..1903-1905	Preceptress.
Cora McCollom Smith..1904-1905	Reading.
Edith A. Bickell.....1903-1905	Critic Teacher, Primary Dep't.
George G. Green.....1904-1907	Manual Training.
Ethel A. Middaugh.....1904-1905	Music.
Grace E. Kingsbury.....1904-1905	Physical Education.
Clara A. Nelson.....1904-1906	Assistant in English.
Edward G. Quigley.....1905-1909	Psychology, Philosophy and History of Education.
Elizabeth L. Smith.....1905-1906	Preceptress.

Former Members of the Faculty—Continued

Harriet Rumball	1905-1909	Reading.
Elsie M. Dayton	1905-1907	Physical Education.
Inez F. Damon	1905-1907	Music.
Adelaide S. Kibbey	1905-1907	Critic Teacher, Primary Dep't.
Ruth S. Hutchinson	1906-1908	Preceptress.
Ruth S. Hutchinson	1909-1910	Latin.
Alice M. Knapton	1906-1908	Secretary.
Alice C. Pence	1907-1909	Physical Education.
Jessie C. Hazelton	1907-1909	Music.
Belle C. Scofield	1907-1911	Critic Teacher, Intermediate Dep't.
Jessie G. McKenzie	1907-1912	Librarian.
Albert S. Kingsford	1907-1912	Geography and History.
Arthur P. Laughlin	1907-1909	Manual Training.
Lilian O. Sprague	1907-1908	Critic Teacher, Primary Dep't.
Reba G. Wharton	1908-1909	Latin.
A. Evelyn Newman	1908-1910	English Grammar.
B. Grace Walker	1908-1910	Secretary.
Elizabeth L. Ware	1908-1910	Preceptress.
Mary L. Neer	1909-1910	Critic Teacher, Intermediate Dep't.
Elizabeth E. Keppie	1909-1910	Reading.
Gertrude Peters	1909-1910	Household Economy.
Florence A. Meyer	1909-1912	Physical Education.
Cecile A. Kimball	1909-1912	Superintendent of Dormitories.
Alta A. Robinson	1910-1911	Preceptress.
Waldo S. Hockett	1910-1912	Physical Sciences.
Mabel C. Bentley	1910-1911	Household Economy.
Myrtes E. Clark	1910-1911	Critic Teacher, Intermediate Dep't.
Anna A. Haenert	1910-1911	Secretary.
Charlotte Rankin	1911-1912	Assistant, Latin and English.
Fannie A. Sims	1911-1912	Preceptress, Drawing.
Aurelia O'Connell	1911-1912	Critic Teacher, Intermediate Dep't.
Anna J. Handeyside	1911-1912	Secretary.
Ethel G. Lee	1912-1913	Music.
Bertha M. Rogers	1911-1914	Critic Teacher, Intermediate Dep't.
Bessie Hopkins	1912-1913	Assistant in Household Economy.
Lulu E. Wagner	1911-1913	Asst. in Common School Branches.
William A. Buggs	1911-1913	Asst. in Common School Branches.
Reidar Skabo	1912-1913	Secretary.

Names of Students Enrolled in the Normal Department

1913-1914

Senior Year

Anderson, Clara M., Argyle
 Anderson, Ruby M., Argyle
 Barnard, Helen E., Fergus Falls
 Barnes, Olive L., Moorhead
 Barragy, Mae T., Bagley
 Behan, Angela M., Bisbee, N. D.
 Behan, Theresa, Bisbee, N. D.
 Berg, Sophia A., Battle Lake
 Breathet, Jeanette M., Moorhead
 Browne, Mrs. Josephine, Detroit
 Calkins, Sadie C., Moorhead
 Carlson, Catherine, Delano
 Clarke, Florence H., Ortonville
 Clifford, May T., St. Paul
 Collins, Ruth M., Moorhead
 Cordes, Miriam R., Alexandria
 Costello, Anna J., Sauk Centre
 Dart, Edna B., Moorhead
 Dart, Lois A., Moorhead
 Doyle, Fern M., Crookston
 Doyle, Rose M., Crookston
 Eklund, Florence I., Moorhead
 Embertson, Emma J., Henning
 Embertson, Mathilda, Henning
 Engels, Minnie J., Fargo, N. D.
 Enns, Edna L., Minneapolis
 Evans, Angie T., Litchfield
 Everson, Clara P., Ortonville
 Evsmith, Mildred, Fargo
 Findley, Ella C., Glenwood
 Fischer, Amelia C., Twin Valley
 Geenty, Catherine G., Johnson
 Gilpin, Mary T., Alexandria
 Goodrich, Blanche E., Glyndon
 Green, Emma C., Stephen
 Gregerson, Opal, Fertile
 Habberstad, Emily U., Twin Valley
 Hamilton, Essa L., Fargo, N. D.
 Hansmann, Catherine M., Moorhead
 Hansen, Eleanor, Red Lake Falls
 Hanson, Ella M., Ada
 Hendrickson, Ida, Fosston
 Hodge, Belle M., Moorhead
 Holverson, Ruth I., Alexandria
 Hovey, Edna, Fergus Falls
 Huggett, Myrtle L., Seattle, Wash.
 Hutchison, Isabel, Fargo, N. D.
 Ingle, Mildred, Fargo, N. D.
 Isaacs, Marguerite, South St. Paul
 Johanson, Webster L., Evansville

Johnson, Arthur W., Moorhead
 Johnson, Ellen E., Fargo, N. D.
 Johnson, Margaret L., St. James
 Jones, Cora K., Breckenridge
 Jones, Phoebe L., Breckenridge
 Koll, Theresa L., Farris
 Kolstoe, Severina, Plummer
 Larson, Harry O., Moorhead
 Larson, LeRoy J., Moorhead
 Lindholm, Emma J., Ortonville
 Lommen, Thorsten E., Comstock
 Lund, Mabel V., Thief River Falls
 Lundeby, Gudrid J., Tolna, N. D.
 Malan, Kathryn E., Ada
 Mather, Harriet A., Frazee
 Mathiason, Chester M. J., Perley
 Millar, Helen C., Webster, N. D.
 Mueller, Mary H., St. Peter
 Nelson, Gladys M., Barnesville
 Nicholson, Marietta E., Crookston
 Norby, Bertinus O., Fosston
 O'Halloran, Mae A., Argyle
 Olson, Martha, Osakis
 Onsum, Mathilde, Pelican Rapids
 Peterson, Carrie O., McIntosh
 Peterson, Ethel A., Crookston
 Peterson, Henrietta, Lyle
 Pilot, Kathryn, Moorhead
 Pochmann, Paulina, Chisago
 Robertson, Stella D., Hallock
 Rosel, Wallace G., Moorhead
 Rushfeldt, Elsie E., Hawley
 Rushfeldt, Ruth V., Hawley
 Schlattman, Pearl C., Alberta
 Sheltgren, Ruth E., Murdock
 Sparks, Beryl B., Hager, Wis.
 Stalley, Francis C., Moorhead
 Stavely, Florence E., Mapleton; N. D.
 Stenerson, Ella M., Park River, N. D.
 Stodder, Margaret W., Moorhead
 Strand, Agnes, Moorhead
 Strand, Bertha M., Moorhead
 Syse, Emma R., Moorhead
 Walker, Robin, Moorhead
 Walline, Rose, Moorhead
 Walsted, Mary B., Crookston
 Warner, Hazel D., Moorhead
 Watne, Ellen, Stephen
 Wheeler, Louis E., Moorhead
 Wurden, Dora E., Fisher

Junior Class

Almquist, Esther H., Crosby
 Alrick, Alma, Grandview, Mont.
 Altstadt, Carrie V., Red Lake Falls
 Ambler, Lillian E., Moorhead
 Ames, Gladys G., Staples
 Anderson, Alice V., Moorhead
 Anderson, Alma E., Moorhead
 Anderson, Bertha N., Henning
 Anderson, Clara B., Ashby
 Anderson, Julia C., Milan
 Anderson, Serena B., Ortonville
 Antonsen, Cora, Frazee
 Antonsen, Oritha E., Frazee
 Arnstad, Adell, Ada
 Attix, Grace, Roecliffe, Sask.
 Auman, Lillian, Breckenridge
 Backman, Tilda, Dale
 Bakke, Hilda R., Crookston
 Bayrell, Erma, Ada
 Behlmer, Dorothy M., Argyle
 Bengtson, Segry M., Herman
 Bentley, Julia R., Twin Valley
 Berggren, Elizabeth, Melby
 Bjornstad, Nettie J., Nielsville
 Bjorkquist, Mary H., Moorhead
 Blad, Edith S., Wheaton
 Borget, Ella, Browerville
 Brady, Marion K., Beardsley
 Brandt, Ivy P., Fargo, N. D.
 Brodine, Anna E., Felton
 Brohaugh, Minnie, Shelly
 Brom, Olga T., Morris
 Brooks, Sadie M., Ortonville
 Bruning, George J., Sebeka
 Buckley, Mary H., Graceville
 Burau, Helen, Underwood
 Butterfield, Kathryn M., Henning
 Campbell, Joseph O., Kansas City,
 Mo.
 Carey, Hazel, Frazee
 Carlander, Robert E., Moorhead
 Carlson, Julia A., Litchfield
 Chisholm, Anna C., Gary
 Chisholm, Belle F., Sauk Centre
 Clauson, Lilly M., Halstad
 Cole, Libbie E., Pelican Rapids
 Collins, Ethel A., Thief River Falls
 Collins, Ruth A., Barnesville
 Crowley, Catharine L., Johnson
 Crummett, Ella, Detroit
 Cushing, Elizabeth R., Tracy
 Delage, Evelina M., Red Lake Falls
 Denery, Mary C., Tintah
 Dodds, Beulah B., Ortonville
 Doyle, Lila R., Alexandria
 Draffehn, Josephine C., Odessa
 Drey, Mary L., Breckenridge
 Dwyer, Catherine B., Dent
 Eaton, Evelyn M., Ortonville
 Eaton, R. Pearl, Ortonville
 Elstad, Gladys H., Moorhead
 Engh, Alma M., Moorhead
 Engh, Nora, Moorhead
 Engstrom, A., Mamie, Audubon
 Erickson, Edna M., Wheaton
 Erickson, Pearl I., Wheaton
 Fehling, Mable E., Louisburg
 Feley, Anna C., Granite Falls
 Fertig, N. Dorabelle, Kennedy
 Fetterley, Ida I., Clinton
 Fitzsimmons, Olive E., Glyndon
 Flaten, Sophie, Granite Falls
 Forberg, Anna, Fergus Falls
 Franze, Julia E., Battle Lake
 Gallagher, Anna M., Detroit
 Gardner, Stella E., Ortonville
 Geenty, Anne M., Johnson
 Gerber, Malinda A., Odessa
 Gingery, Effie A., Glyndon
 Glenn, Rose A., Olivia
 Gorman, M. Blanche, Perham
 Gould, Agnes T., St. Paul
 Granger, Edmund M., Breckenridge
 Gregerson, Jennie A., Sacred Heart
 Griffith, Irene M., Minneapolis
 Gunn, Irene M., Breckenridge
 Hagen, Mathilde, Hendrum
 Haley, Mabelle B., Herman
 Haley, Minnie A., Herman
 Halvorson, Amanda M., Henning
 Halvorson, I. Olivia, Henning
 Hanley, Mary C. E., Benson
 Hansen, Edith C., Red Lake Falls
 Hanson, Huldah, Christine, N. D.
 Hanstrom, Mildred J., Sauk Centre
 Hauge, Mabel A., Hawley
 Hawkins, Amanda H., Barnesville
 Heger, Anna M., Sauk Centre
 Herbers, Zita M., Beardsley
 Herman, Hattie C., Fergus Falls
 Hillerude, Laura, Halstad
 Hinkston, Mildred M., Battle Lake
 Hippe, Inga, Starbuck
 Holm, Anna M., Twin Valley
 Horton, Edith E., Alexandria
 Hosterman, Alice C., Waconia
 Houg, Olga A., Rothsay
 Houghton, Clara L., Sauk Centre
 Hovde, Alma S., Odessa
 Hughes, Margaret I., Richville
 Idtse, Ella M., Ada
 Ingersoll, Ruth G., Moorhead
 Johnson, Effie G., Herman
 Johnson, Ellen C., Wheaton
 Johnson, Elvira V., Evansville
 Johnson, Eva L., Hawley
 Johnson, Hulda, Audubon
 Johnson, Ruth A., Gully

Jones, Mildred L., Frazee
 Joubert, Edna E., Wheaton
 Kemmer, Elizabeth M., Fergus Falls
 Kerr, Edith M., Fargo, N. D.
 Klemsrud, Marie E., Crookston
 Knapton, Amanda R., Garfield
 Knudson, Anna A., Beardsley
 Knudson, Clara M., Benson
 Koeneman, Lydia M., Swift Current
 Krottsch, Cary M., Frankfort, Kans.
 Krueger, Elsie S., Minneapolis
 Kruger, Margaret I., Fergus Falls
 Kueter, Helen E., Breckenridge
 Kuster, Irene F., Breckenridge
 Kuster, Marie F., Breckenridge
 La Du, Elva, Lisbon, N. D.
 Lancaster, Lillian M., Moorhead
 Lang, Lillian D., Moorhead
 Langvick, Huldah, Richville
 Larson, Elvira F., Argyle
 Larson, Emma C., Ada
 Larson, Esther C., Fargo, N. D.
 Larson, Ida G., Flom
 Larson, Nellie E., Appleton
 Larson, Polly A., Moorhead
 Larson, Viola E., Moorhead
 Lee, Gena, Hendrum
 Leguee, Hazel D., Crookston
 Leines, Lina S., Ada
 Legler, Lavina B., Moorhead
 Lied, Inez M., Moorhead
 Lien, Sarah A., Battle Lake
 Lindow, Florence, Ada
 Linstad, Lina L., Chesterton, Ind.
 Little, Erma L., Melrose
 Longtin, Ida B., Red Lake Falls
 Luitgens, Minnie O., Clara City
 Lyman, Lucretia S., Clinton
 Lyttleton, Rosella, Graceville
 McAloon, Nellie, Barry
 McDonald, Beatrice, Beardsley
 McDonald, Winifred C., Fisher
 McGrann, Arloine F., Fargo, N. D.
 McGrath, Ethel C., Barnesville
 McLaughlin, Alice M., Willmar
 McLaughlin, Elizabeth, Moorhead
 McLean, Norman B., Moorhead
 McNellis, Angeline, Detroit
 McReynolds, Clarence S., Center, Ind.
 Maass, Olive A., Lockhart
 Malm, Minnie E., Argyle
 Maloney, Edith L., Fargo, N. D.
 Marlette, Etta V., Argyle
 Martine, Susie M., Fargo, N. D.
 Melchoir, Ruth M., Fargo, N. D.
 Metcalf, Jessie A., Glyndon
 Metlie, Bertha C., Starbuck
 Mettling, Nellye F., Montevideo
 Mevig, Agnes I., Lake Park
 Mickelson, Rena, Detroit
 Miller, Amelia E., Norcross
 Miller, Cecelia, Beardsley
 Miller, Emma J., Fargo, N. D.
 Miller, Katherine, Beardsley
 Moebeck, Norma A., Moorhead
 Mohr, Constantia L., Perham
 Morstad, Mabel A., Fergus Falls
 Mortenson, Hazel E., Litchfield
 Morton, Florence B., Hancock
 Narum, William, Waubun
 Nelson, Adah R., Fergus Falls
 Nelson, Flavia S., Henning
 Nelson, Hilda, Hallock
 Nelson, Josie C., Clinton
 Nelson, Nina O., Fosston
 Nelson, Ruth E., Clontarf
 Nelson, Stella M., Hallock
 Nemzek, Joseph A., Moorhead
 Neresn, Thea A., Gary
 Nichol, Margaret E., Hendrum
 Nygaard, Tilda, Shelly
 Odell, Mabel K., Willmar
 Oien, Sarah L. L., Battle Lake
 O'Laughlin, Sue A., Moorhead
 Olsen, Blanche L., Halstad
 Olsen, Julia G., Lake Park
 Olson, Julia P., Aitkin
 Olson, Mary O., Moorhead
 Olson, Sophie T., Gary
 Onstad, Emelia H., Argyle
 Opgrande, Alvin O., Halstad
 Opgrande, Johanna M., Halstad
 O'Reilley, Ethel M., Stephen
 Osborne, Lillie L., Battle Lake
 Ostlund, Alice, Elbow Lake
 Ostrus, Christine, Pelican Rapids
 Overby, Clara E., Moorhead
 Overby, Nora E., Moorhead
 Pederson, Cora B., Hawley
 Peerenboom, Anna M., Beardsley
 Peterson, Emma B., Richie, Can.
 Peterson, Hilma C., Alvarado
 Peterson, Lilly C., Halstad
 Pouliot, Erba E., Red Lake Falls
 Ramstad, Ella A., Ada
 Ramstad, Ruth M., Crookston
 Reinholden, Leonora A., Lake Park
 Robertson, L. Jean, Moorhead
 Rogne, Selma V., Moorhead
 Rubertus, Loretta R., Wagner, S. D.
 Rudser, Agnes C., Crosby, N. D.
 Rushfeldt, Agnes, Hawley
 Salmonson, Corah B., Clinton
 Salverson, Elidia A., Ortonville
 Scheer, Mary C., Erhard
 Schoonover, Blanche I., Norcross
 Schroeder, Freda M., Wheaton
 Sethney, Mabel E., Twin Valley
 Shear, Winnie P., Villard
 Siggerud, Mamie E., Pelican Rapids
 Sinclair, Margaret E., Argyle
 Sirjord, Alma E., Flaming

Sirjord, Jessie A., Flaming
 Sirjord, Mea F., Flaming
 Slette, Ida M., Culbertson, Mont.
 Smith, Hattie V., Cooperstown, N. D.
 Smith, Violet C., Beardsley
 Soberg, Josephine, Argusville, N. D.
 Solem, Minnie K., Halstad
 Solien, J. Arthur, Syre
 Solien, Julie Marie, Syre
 Streander, Esther A., Evansville
 Stubson, Ida, Hallock
 Sullivan, Kathryn M., Barry
 Swanson, Esther S., Olivia
 Sweeney, Frances, Mahnomen
 Swenson, Alice L., Moorhead
 Swenson, Hattie A., Ortonville
 Syvertson, Margaret I., Twin Valley
 Tierney, Sr., M. Xavier, Fargo, N. D.
 Torgerson, Florence A., McIntosh
 Torgerson, Pearl L., Hawley
 Trainor, Regina, Graceville
 Tripp, Grace M., Beardsley
 Tripp, Helen J., Beardsley
 Tweeton, Mac R., Barnesville
 Ulvan, Jacob J., Hendrum
 Vickery, Esther L., Mora
 Vogel, Sanna A., Perham
 Walden, Lucile M., Baker
 Wallen, Mildred V., Henning
 Walsh, Mary M., Fargo, N. D.
 Warner, Mabel E., Moorhead
 Watne, Lena, Stephen
 Weissert, Rocena L., Fargo, N. D.
 Wennerstrom, Jennie E., Rochert
 Wheeler, Mary, Hawley
 Whitson, Elsie M., Fergus Falls
 Wiger, Clara N., Ulen
 Windhorst, Elsie V., Olivia
 Woodford, Jessie E., Breckenridge
 Wyman, Esther C., Ulen
 Zaiser, Laura B., Red Lake Falls
 Zimmerman, Marie C., Blackduck

Third Year

Adams, Loraine, Fisher
 Alzheimer, Elizabeth J., Breckenridge
 Anderson, Annie C., Vining
 Beebe, Grace E., Frederic, Wis.
 Bengtson, Alma E., Herman
 Berg, Amy T., Horace, N. D.
 Brownlee, Hazel, Mapleton, N. D.
 Burkee, Agnes S., St. Hilaire
 Carlander, Jarl R., Moorhead
 Chatwood, Josie C., Campbell
 Cutten, Blanche L., Evansville
 Dullea, Mary, Dilworth
 Eggum, Frances L., Dalton
 Enger, Alma I., Davenport, N. D.
 Enger, Ida J., Davenport, N. D.
 Erickson, Minnie S., Long Prairie
 Erlandson, Eleanor O., Maynard
 Fisher, Myrta E., Breckenridge
 Flom, Lizzie I., Mahnomen
 Gullingsrud, Alice, Twin Valley
 Gunderson, Amy S., Glyndon
 Gunderson, Clara, Gary
 Hanson, Roswell J., Moorhead
 Henderson, John M., Fergus Falls
 Holt, Anna M., Breckenridge
 Ingberg, Albert, Hendrum
 Iverson, Carl M., Ashby
 Jensen, Lucie E., Clearbrook
 Johnson, Edwin M., Evansville
 Johnson, Nancy L., Hallock
 Juvrud, Cordelia M., Rothsay
 Klaboe, Tena A., Audubon
 Kraus, Matilda G., Vergas
 Ludwigsen, Esther, Fargo, N. D.
 McGough, Sarah C., Benson
 McLaughlin, Aurelia B., Donnelly
 McLaughlin, Frances M., Donnelly
 McLaughlin, Lucile E., Donnelly
 Merritt, Edna M., Moorhead
 Mitchell, Georgia E., Benson
 Murk, Emily M., Richville
 Nape, Villa S., Moorhead
 Nelson, Esther C., Moorhead
 Olson, Anna S., Evansville
 Parker, Madeline A., Warroad
 Patterson, Ann L., St. Hilaire
 Peterson, Hildur E., Moorhead
 Pohtila, Edna E., Virginia
 Robertson, Carita M., Moorhead
 Ronning, Jennie A., Perley
 Ross, Annie, Hallock
 Samuelson, Bergit, Climax
 Sande, Ole R., Noble
 Selleseth, Ida E., Norcross
 Smith, Hilda K., Glenwood
 Stondahl, Louise, Syre
 Swanson, Clara E., Moorhead
 Swartz, Lottie M., Baker
 Thompson, Florence M., Detroit
 Thompson, Sophia I., Audubon
 Tomt, Palma J., LaMoure, N. D.
 Tønning, Katherine, Moorhead
 Tweeten, Inez E., Moorhead
 Vignes, Alfred, Neilsville
 Worman, Elizabeth R., Fargo, N. D.
 Worman, Florence M., Fargo, N. D.
 Worman, Jennie K., Fargo, N. D.

Second Year

Adsero, Thora M., Comstock
 Albertson, Minnie O., Gary
 Albjerg, Victor, Fergus Falls
 Anderson, Cecelia E., Pelican Rapids

- Anderson, Edna S., Fergus Falls
 Anderson, Hulda A., New York Mills
 Anderson, Ida A., New York Mills
 Anderson, Lillie, Audubon
 Anderson, Mable V., Collis
 Anderson, Myrtle A., Erskine
 Antonsen, Edith M., Frazee
 Arneson, Elnora, Puyallup, Wash.
 Aure, Clara M., Rothsay
 Austad, Gertie I., Fosston
 Ask, Tilla S., Ashby
 Baker, Emily C., Perley
 Baker, Sadie M., Perley
 Barry, Edith, Baker
 Barry, Kathryn L., Chokio
 Baumgardner, Blanche, Baker
 Beckman, Jennie E., Evansville
 Beckwith, Lorena G., Argyle
 Bensen, Gyda, Erskine
 Berg, Mattie S., Dalton
 Bergen, Manda E., Hawley
 Bergstrom, Elvira, Crawford, S. D.
 Bjerke, Selma, Barrett
 Bjorgen, Helga, Rothsay
 Bodeker, Bertha M., Westport
 Boehm, Lilly M., St. Hilaire
 Booth, Beatrice A., Moorhead
 Borchert, Linna S., Mentor
 Borgen, Hilma M., Evansville
 Brokke, Tillie, McIntosh
 Buckley, Alice K., Alberta
 Buckley, Mae E., Alberta
 Burman, Borgia, Rothsay
 Cannon, Dora M., Northcote
 Carl, Ruth V., Clinton
 Chesborough, Florence E., Henning
 Chisholm, Alice E., Gary
 Colliton, Margaret A., Moorhead
 Corneliussen, Milla E., Comstock
 Coyne, Inez, Graceville
 Cudd, Annie F., Foxhome
 Dahl, Alma O., Borup
 Dahle, Astrid P., Starbuck
 Dahler, Hilda L., Elbow Lake
 Denery, Bessie, Tintah
 Dougherty, Viola I., Fairmount, N. D.
 Drinkwine, Ethel, Mentor
 Drinkwine, Maisel B., Mentor
 Eastby, Lars, Fosston
 Edlund, Tina, Fertile
 Efteland, Bertha, Shelly
 Eidal, Clara L., Fergus Falls
 Eidal, Laura C., Fergus Falls
 Ekblad, Amanda, Evansville
 Erickson, Lillian V., Wadena
 Erickson, Marie M., Stephen
 Evenson, Ella T., Wolverton
 Farwell, Rebecca M., Alberta
 Fast, Ruth A., Pelican Rapids
 Finstad, Gina C., St. Hilaire
 Fjoslien, Ingeborg, Pelican Rapids
 Fjoslien, Sigrid J., Elbow Lake
 Flaa, Christine I., Abercrombie, N. D.
 Fletcher, Lizzie A., Waubun
 Forfang, Anna, Hallock
 Fosen, Agnes R., Litchfield
 Gagen, Jannette O., Morris
 Geddes, Harriet L., Fargo, N. D.
 Giddings, Agnes M., Campbell
 Gilbertson, Gena, Hendrum
 Gilbertson, Martha B., Pickert, N. D.
 Gjerd, Alma P., Moorhead
 Gould, Hallie M., Clitherall
 Grefsrud, Emma O., Rothsay
 Gunderson, Esther A., Glyndon
 Haarsager, Julia, Litchville
 Haberle, Jacob, Barnesville
 Hagen, Clara, Hendrum
 Hagen, Sena, Underwood
 Hall, Grace A., St. Hilaire
 Halverson, Henry E., Borup
 Halvorson, Jennie G., Evansville
 Hansen, Annie K., Hallock
 Hansen, Dina S., Drayton, N. D.
 Hanson, Ellen M., Parkers Prairie
 Hanson, Harriet A., Hickson, N. D.
 Hanson, Mabel C., Christine, N. D.
 Hanson, Mary S., Erskine
 Hanson, Ruth A., Alvarado
 Hanson, Stella M., Henning
 Hetland, Bertha, Halstad
 Hetland, Louise, Halstad
 Hilgers, Lena M., Barnesville
 Holmstrom, Hannah S., Pelican Rapids
 Honer, Emma M., Dent
 Horn, Johanna, Moorhead
 Hosterman, Selma H., Pelican Rapids
 Hostvet, Emma, Fargo, N. D.
 Hoyne, Hattie E., McIntosh
 Huglen, Ida O., Dalton
 Huglen, Laura, Dalton
 Huse, Mabel, Dalton
 Iverson, Christine, Halstad
 Iverson, Ella C., Gary
 Jackson, Mabel J., Fergus Falls
 Jahr, Jennie M., Hitterdal
 Janke, Lydia W., Frazee
 Jensen, Hilda M., Verndale
 Jerde, Mabel, Fertile
 Johnson, Adolph, Kindred
 Johnson, Agnes A., Moorhead
 Johnson, Bertha C., Moorhead
 Johnson, Bessie O., Gary
 Johnson, Cora M., Fargo, N. D.
 Johnson, Elsie M., Argyle
 Johnson, Esther A., Evansville
 Johnson, Esther M. E., Argyle
 Johnson, Frida, Gary
 Johnson, Ida A., Dalton
 Johnson, Julia A., Argyle
 Johnson, Lena, Elbow Lake
 Johnson, Perry V., Moorhead

Johnston, Maud M. E., Villard
 Jones, John M., Norcross
 Karlstrom, Emma M., Moorhead
 Keaveny, Elizabeth R., Tintah
 Keaveny, Margaret A., Tintah
 Kenney, Mary E., Beardsley
 Lamb, Mabel S., Baker
 Landers, Lenora, Carroll
 Larson, Clara M., Perley
 Larson, Dora E., Moorhead
 Larson, Gladys I., Moorhead
 Larson, Ida M., Flom
 Larson, Inga M., Donnelly
 Larson, Minnie L., Brandon
 Lee, Martha, Erskine
 Leyden, Ethel F., Pelican Rapids
 Lindquist, Bertha P., Moorhead
 Logan, Ruby P., Moorhead
 Lund, Eldora, Barrett
 Lundin, Hulda, Ashby
 McBean, Sheila R., East Grand Forks
 McCasland, Hattie Z., Ulen
 McMahon, Alice B., Fargo, N. D.
 McNair, Helen, Sabin
 Malan, Frances, Ada
 Mandelke, Mary L., Fergus Falls
 Mathison, Hilda M., Argusville, N. D.
 Mauritsen, Selma M., Shelly
 Melting, Elfrieda, Halstad
 Mestad, Hilda, Erskine
 Midthun, Emma, Twin Valley
 Molander, Helma, Dale
 Monson, Clayton, Ottetail
 Monson, Ethel J., Harwood, N. D.
 Moren, Annie J., Wylie
 Nelson, Eugenia S., Henning
 Nereson, Nora T., Gary
 Ness, Lillian Elvida, Battle Lake
 Nyleen, Esther A., Clearbrook
 Olson, Alma E., Ada
 Olson, Bessie, Moorhead
 Olson, Betsy I., Parkers Prairie
 Olson, Doris J., Fargo, N. D.
 Olson, Hilda P., Rothsay
 Olson, Inga M., Litchville, N. D.
 Olson, Josie, Clinton
 Olson, Minnie O., Sebeka
 Olson, Myrtle B., Fargo, N. D.
 Olson, Olive, Evansville
 Olson, Rose E., Nymore
 Olson, Selma E., Elbow Lake
 O'Neill, Gladys E., Oakes, N. D.
 Onstad, Myrtle B., Neilsville
 Opsahl, Judith E., Davenport, N. D.
 Orvedal, Hazel, Fargo, N. D.
 Ose, Margrethe, Fisher
 Ostrus, Martha, Pelican Rapids
 Ostrus, Minnie, Pelican Rapids
 Palmer, Grace D., Detroit
 Palmquist, Ethel L., Plummer
 Paulson, Inga, Rothsay
 Paulson, Lillian, Henning
 Paxton, Eva, Moorhead
 Pearson, E. Bernice, Hallock
 Person, Ella M., Beaulieu
 Peterson, Agda C., Lengby
 Peterson, Amanda, Barrett
 Peterson, Clara H., Plentywood
 Peterson, Edith M., Alvarado
 Peterson, Ruth E., Pillager
 Peterson, Tobia, Pelican Rapids
 Pierce, Pamela L., Butler
 Pihlaja, Lillian S., New York Mills
 Prince, Blanche M., Herman
 Pushor, Bertha, Venice, Cal.
 Qualley, Martha G., Hendrum
 Ramstad, Ruth I., Hickson, N. D.
 Rand, Lena, Ortonville
 Reinehr, Esther M., Litchville, N. D.
 Richter, Mary, Fargo, N. D.
 Robbins, Mamie V., Foxhome
 Robinson, Margaret C., Osage
 Rossmiller, Ella A., Frazee
 Rude, Lydia A., Flaming
 Rudh, Marv, Fergus Falls
 Rudser, Carrie, Borup
 Rust, Anna, Thief River Falls
 Rustad, Hilda, Ashby
 Ruthenberg, Lottie S., Campbell
 Ryen, Clara A., Dalton
 Rystad, Lilly, East Grand Forks
 Sandbeck, Ragnild, Kindred, N. D.
 Sande, William, Noble
 Sanderson, Myrtle J., Osage
 Sanner, Lottie A., Pelican Rapids
 Schonteich, Ella M., Audubon
 Sethre, Clara, Fergus Falls
 Sharp, Dorothy E., Moorhead
 Shear, Dora E., Villard
 Shefloe, Florence G., Hoffman
 Shefeland, Pauline, Audubon
 Shell, Mildred M., Moorhead
 Shurson, Mable M., Elbow Lake
 Simenson, Anna, Fergus Falls
 Sjoquist, Lillian F., Fargo, N. D.
 Sjoquist, Marie G., Fargo, N. D.
 Skarsten, Malvin O., Fosston
 Skog, Esther G., Evansville
 Skyberg, Alma, Fisher
 Skyberg, Linnea, Dalton
 Smith, Ada H., Aure
 Smith, Lucile B., Moorhead
 Steenerson, Bergit, Climax
 Steenerson, Ingeborg, Climax
 Steffen, Bertha E., Parkers Prairie
 Stein, Jessie M., Karlstad
 Stennes, Mary, Erskine
 Stockdale, Lois, Fargo, N. D.
 Stondahl, Ella, Syre
 Stonehart, Grace H., Manston
 Stordahl, Cora C., Hendrum
 Storien, Gina M., Hallock

Strom, Gina C., Pelican Rapids
 Swanson, Amy L., Moorhead
 Swartz, Clarence L., Baker
 Sweet, Minetta V., Alexandria
 Swenson, Elizabeth, Evansville
 Tholen, Mabel E., Audubon
 Thompson, Agnes R., Fargo, N. D.
 Thompson, Eda B., Evansville
 Thompson, Marion, Fergus Falls
 Thompson, Julia F., Fisher
 Thorsen, Edith C., Gully
 Thoreson, Julia E., Abercrombie,
 N. D.
 Thrall, Sadie M., Deer Creek
 Thulander, Etta L., Detroit
 Thyse, Agnes, Dalton
 Tice, Dorothy C., Mentor
 Tilseth, Laura I., Moorhead
 Tims, Alice L., Ottertail
 Tomtengen, Elenora, Twin Valley
 Tranby, Laura, McIntosh
 Tucker, Nettie R., Clitherall
 Tufts, Mrs. Anna, Akeley
 Ulvan, Ellen S., Hendrum
 Ulsby, Ida, Clitherall

Urbach, Nellie E., Frazee
 Urbach, Selma, Frazee
 Utley, Jessie, Graceville
 Vanderwaal, Laura E., Erskine
 Vanderwaal, Minnie H., Erskine
 Vik, Annie, Everdell
 Walden, Merrette L., Baker
 Wasmuth, Esther S., Rothsay
 Weber, Martha R., Perham
 Weber, Anna J., Eagle Bend
 Weld, Frank E., Moorhead
 Weltzin, Amalie, Donnelly
 Weltzin, Anna J., Donnelly
 Weske, Bessie H., Campbell
 Westerson, Ethel, Hallock
 Westlund, Agnes M., Fargo, N. D.
 Westlund, Victor E., Fargo, N. D.
 Weyhrauch, Martha S., Rothsay
 Wiger, Olga T., Ulen
 Williams, Alice M., Stephen
 Windseth, Ida J., Detroit
 Wood, Hazel P., Rothsay
 Wulff, Eliza S., Barnesville
 Yoder, Myrtle R., Fargo, N. D.
 Zimmerman, Edna R., Fergus Falls

First Dear

Amundson, Agnes J., Gary
 Amundson, Nettie O., Gary
 Anderson, Adolph, Moorhead
 Anderson, Agnes E., Litchfield
 Anderson, Ellen E., Moorhead
 Anderson, Frank E., White Rock,
 S. D.
 Anderson, Ruth A., Dalton
 Antonsen, Katie, Frazee
 Armstrong, Ruth J., Fergus Falls
 Auburg, Nora, Bagley
 Ballard, James I., Moorhead
 Barry, Annie M., Battle Lake
 Barsby, Bessie M., Fergus Falls
 Bastian, John A. M., Moorhead
 Battleson, Tillie O., Underwood
 Bekkerus, Mabel B., Glyndon
 Bekken, Ella L., Fargo, N. D.
 Berg, Mabel A., Underwood
 Berger, Frances M., Frazee
 Bergeson, Sophie O., Twin Valley
 Bergstrand, Ellen M., Moorhead
 Bjerken, Peter L., Germantown
 Bjordahl, Anna B., Hendrum
 Bjornstad, Hans, Neilsville
 Blad, E. Hedvig, Wheaton
 Blankenship, Mabel F., Rothsay
 Borgen, Bertha J., Perley
 Bourque, Rose C., Thief River Falls
 Bramseth, Annie J., Clinton
 Brenberg, Nia, Brayton
 Brevik, Gudrun H., Eldred
 Brevig, Harriet J., Eldred
 Brickson, Anna, Callaway

Brothen, Rosy E., Ulen
 Buck, J. Ida, Clinton
 Buckholz, Nora E., Gary
 Carlander, Helen V., Moorhead
 Carlson, Ellen M., Evansville
 Carlson, Hilda S., Fertile
 Carlson, Ida E., Wannaska
 Chamberlain, Marjorie M., Eckman,
 N. D.
 Christensen, Bessie E., Detroit
 Christian, Alma A., Fertile
 Clausen, Joseph E., Ashby
 Claypool, Jennie L., Underwood
 Clemetson, Hilda S., Lake Park
 Collar, Ruth D., Detroit
 Connelly, Melissa, Barry
 Crain, Irene M., Trotters, N. D.
 Crews, Nannie G., Moorhead
 Crocker, Olive S., Deer Creek
 Crowley, Sr., M. Raphael, Fargo,
 N. D.
 Dahl, Nettie C., Borup
 Dahlager, Selma A., Dalton
 Davis, Irene A., Vergas
 Doherty, Jennie, Audubon
 Dreimann, Mathilda, Hannah, N. D.
 Drexler, Mamie A., Brandon
 Dufua, Nora, Pelan
 Eastman, Selma, Battle Lake
 Eklund, Ann C., Moorhead
 Eklund, Margaret, Moorhead
 Engen, Barthold A., Crookston
 Erickson, Alice E., Christine, N. D.
 Erickson, Henry C., Battle Lake

- Erickson, Lenora, Hawley
 Erlandson, Nellie T., Moorhead
 Euren, Clara M., Moorhead
 Evenson, Mabel J., Wolverton
 Fanset, Mabel D., Bismarck, N. D.
 Fenton, Sr., M. Bonaventure, Fargo,
 N. D.
 Fischer, Caroline S., Sabin
 Flaa, Anna M., Abercrombie, N. D.
 Fladland, Cora O., Davenport, N. D.
 Fletcher, Bessie E., Waubun
 Forfang, Tillie, Hallock
 Franklin, Blanche, Hickson, N. D.
 Frisk, Anna A., Dykeman
 Geraghty, Margaret, Fargo, N. D.
 Goerke, Margaret, Sabin
 Gould, E. Gladys, Clitherall
 Gould, Iva R., Clitherall
 Gradin, Alma M., Ashby
 Gregerson, Rocella J., Lake Park
 Grondahl, Clara O., Ada
 Groth, Esther M., Clinton
 Groth, Walter F., Clinton
 Gunderson, Helen H., Gary
 Gunderson, Synneva W., Glyndon
 Hage, Arthur, Halstad
 Hagel, Anna E., New York Mills
 Hagen, Allen, Fargo, N. D.
 Hagen, Nora L., Moorhead
 Halquist, Esther, White Rock, S. D.
 Hammar, Alice V., Fargo, N. D.
 Hammar, Ebba M., Fargo, N. D.
 Hanecam, Theoline M., Elizabeth
 Hansen, Bertha M., Hawley
 Hanson, Adlyn S., Cannon Falls
 Hanson, Anna M., Clitherall
 Hanson, Martin, Neilsville
 Hanson, Mary O., Horace, N. D.
 Harrington, Evelyn, Ayr, N. D.
 Hartwig, Anna M., Wheaton
 Haug, Ragna, Dalton
 Haugen, Gina I., Twin Valley
 Haugerud, Minnie C., Barnesville
 Hegg, Clara, Fisher
 Hennessey, Mabel, Rothsay
 Hommy, Lena S., Erie
 Horn, Mary K., Moorhead
 Hoss, Ida A., Twin Valley
 Hursh, Kathlyn S., Henning
 Island, Rose, Elbow Lake
 Iverson, Anna M., Roland
 Jackson, Olga M., Norcross
 Jermstad, Hilma G., Horace, N. D.
 Johnson, Anna M., Evansville
 Johnson, Clara J., Averill
 Johnson, Esther D., Tintah
 Johnson, Esther E., Moorhead
 Johnson, Gunda C., Clitherall
 Johnson, Hilda G., Fargo, N. D.
 Johnson, Ida M., Tintah
 Johnson, Jennie J., Benson
 Johnson, Latimer E., Moorhead
 Johnson, Lewis E., Evansville
 Johnson, Selen M., Erhard
 Johnson, Victoria M., Pelican Rapids
 Jorgensen, Mary J., Audubon
 Kaasa, Ida C., Elbow Lake
 Karlstrom, Esther E., Moorhead
 Karlstrom, Evelyn B., Moorhead
 Kelling, Berenice B., Borup
 Kiltie, Mary, Beltrami
 Kirkhorn, Josephine, Wolverton
 Kittleson, Alma C., Pelican Rapids
 Kjeldson, Emma, Fargo, N. D.
 Knudtson, Clarence B., Hitterdal
 Koplau, Johanna M., Sabin
 Kuhn, Luella, Fargo, N. D.
 LaDu, Vola S., Lisbon, N. D.
 LaGrange, Eudora L., Baker
 Lahren, Oline, Fargo, N. D.
 Langness, Jennie L., Clitherall
 Larson, Susan, Fargo, N. D.
 Lee, Selma V., Glyndon
 Lidstrom, Esther L., Richwood
 Lind, Blanche, St. Hilaire
 Listug, Elsie, Roseau
 Lohi, L. Arie, Sebeka
 Lundin, Alveda, Ashby
 McKenzie, Edith H., Wild Rice, N. D.
 Mack, Violet, Argyle
 Matson, Minnie A., Ulen
 Medchill, Bergetta, Fertile
 Mellum, Alice J., Ulen
 Mellum, Sallie J., Ulen
 Messer, Clarence, Moorhead
 Michener, Cleone, White Rock, S. D.
 Miller, Clark, Moorhead
 Milsten, Hulda J., Gary
 Milsten, Ida C., Gary
 Minge, Christine, Dalton
 Moen, Anna M., Fosston
 Molstad, Conrad M., Fosston
 Monahan, Mayme E., Rothsay
 Monson, Philip, Dalton
 Motschenbacher, Beulah F., Moorhead
 Nelson, Alma M., Oslo
 Nelson, Herbert E., Christine, N. D.
 Nelson, Oscar W., Moorhead
 Newman, Alice H., Barrett
 Nord, Bessie C., Walcott, N. D.
 Oden, Hannah A., Drayton, N. D.
 Oderkirk, Alice M., Kent
 Ohlin, Lavena A., Fargo, N. D.
 Olson, Mabel E., Eagle Bend
 Olson, Verner L., Moorhead
 O'Mahony, St. M. Stanislaus, Fargo,
 N. D.
 Palm, Christine M., Rochert
 Parshall, Kenneth T., Fargo, N. D.
 Paxton, Ralph E., Moorhead
 Peake, Bernice A., Rothsay
 Peake, Ella R., Rothsay

- Peck, Susan K., Detroit
Peterson, Alma, Lancaster
Peterson, Florence M., Mapleton,
N. D.
Peterson, Minnie E., White Rock,
S. D.
Rasmussen, Mabel, Pelican Rapids
Reed, Charles H., Moorhead
Reed, Helen A., Moorhead
Reff, Ethel J., Frazee
Richards, Margaret E., Glyndon
Robideau, Ruth A., Moorhead
Rubin, Sarah, Stanley, N. D.
Rustvold, Bertha, Hendrum
Sandberg, Esther V., Underwood
Schey, Engla, Newfolden
Schleich, Effie T., Metamora, Ill.
Schoerner, Marie E., Oelwein, Iowa
Shirley, Hannah, Rothsay
Shurson, Cora H., Elbow Lake
Shurson, Nellie A., Elbow Lake
Siegle, Katharine, Underwood
Skamfer, Lester C., Abercrombie,
N. D.
Skjegstad, Emma, Henning
Skoglund, Lillie E., Eagle Bend
Skoglund, Mabel S., Eagle Bend
Solum, Helen M., Erhard
Sondrall, Myrtle L., Moorhead
Staberg, Mary, Climax
Stafne, Edward C., Abercrombie,
N. D.
Stafne, Esther I., Abercrombie, N. D.
Steger, Alma E., Norcross
Stromstad, Abbie T., Shelly
Swanson, Clara C., Barnesville
Swenson, Hilma D., Ashby
Taffe, Mary R., Barry
Thompson, Julia I., Twin Valley
Thoreson, Olga B., Climax
Thornell, Lilly I., Melby
Thurston, Alta E., Sebeka
Tollefsrud, Melvena O., Cormorant
Torgerson, Tilda O., Oklee
Troup, Velma E., Conell
Tweten, Clara O., Evansville
Tweten, Gina B., Glyndon
VanSchoyck, Helen E., Tintah
Walden, Ruth J., Baker
Walker, Carl W., Comstock
Walker, Minnie O., Comstock
Wasmuth, Alfreda M., Rothsay
Weden, Mildred C., Wolverton
Wick, Ella J., Underwood
Widness, Stella H., Gonvick
Wilkin, Adela M., Brandon
Wilson, Edna B., Kelliher
Wouters, Helen C., Hawley
Yoder, Ada L., Fargo, N. D.



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